DOCUMENT RESUME

ED 384 262 FL 800 908

TITLE	Adult Education Newsletter, 1991-1995.
INSTITUTION	Teachers of English to Speakers of Other Languages.
PUB DATE	95
NOTE	66p.; Seven consecutive issues covering five years. Vol. 18, n1 mis-numbered "Vol. 16." Vol. 20, n2 not published.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Adult Education Newsletter; v18-21 1991-1995
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Acquired Immune Deficiency Syndrome; *Adult Basic Education; Adult Students; Cancer; Curriculum Development; Electronic Mail; Emotional Disturbances; *English (Second Language); *Health Education; In Plant Programs; Instructional Materials; Language Proficiency; Language Teachers; Language Tests; Literacy Education; Older Adults; Poetry; Program Evaluation; Reading Aloud to Others; Second Language Instruction; Student Attitudes; Student Developed Materials; Student Organizations; Teacher Certification; Teacher Characteristics; Teacher Role; Testing; Vocational English (Second Language); Work Attitudes
IDENTIFIERS	Posttraumatic Stress Disorder

ABSTRACT

The seven issues of the newsletter contain articles, letters, professional announcements, reports, reviews, and classroom instructional ideas of interest to teachers of adult English as a Second Language (ESL). Articles address these topics: diversity and commonalities among language and literacy teachers; part-time teaching; literacy for homeless women with drug and alcohol problems; an organization of Central American students; an organization of adult learners concerned about the future of a school; an English proficiency test; program evaluation; a student's thoughts about coming to America; teacher licensing; the role of theory in program or individual assessment; the teacher as student in participatory learning; workplace education projects; ethnographic analysis for curriculum development; workplace program evaluation; publication of student writing; teaching older adults; learner-generated materials; taking and using photographs in class; language simplification; writing in the native language; family literacy; poetry about jobs and work; Acquired Immune Deficiency Syndrome (AIDS) resource materials; team-teaching with a psychiatrist for students with post-traumatic stress disorder; on-line professional communication; cancer education; advocacy; federal legislation; reading aloud; and first-language literacy. Vol. 19, n1 has theme "Workplace Literacy." Vol. 19, n2 has theme "Publishing Student Work." Vol. 21, n1 has theme "Health Education in Adult ESL." Vol. 21, n2 has theme "Native Language Literacy." (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 384 262

ADULT EDUCATION NEWSLETTER

The Official Publication of the Adult Education Interest Section (AEIS)
of Teachers of English to Speakers of Other Languages (TESOL)

Volume/Number		Date		Notes
Volume XVIII,	Number 1	February	1991	Mis-Numbered "Volume XVI"
Volume XVIII,	Number 2	September	1991	
Volume XIX,	Number 1	February	1992	Theme: "Workplace Literacy"
Volume XIX,	Number 2	September	1992	Theme: "Publishing Student Work"
Volume XX,	Number 1	Spring	1993	
Volume XX,	Number 2	—		Not Published
Volume XXI,	Number 1	Summer	1994	Theme: "Health Education in Adult ESL"
Volume XXI,	Number 2	Spring	1995	Theme: "Native Language Literacy"

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ADULT EDUCATION
NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

February 1991

Vol. XVI, No. 1
(Correct Volume # = XVIII)

LANGUAGE AND LITERACY TEACHERS: DIVERSE BACKGROUNDS, COMMON CONCERNS

Heide Spruck Wrigley

Diverse Backgrounds and Students

Language and literacy teachers in adult education are a highly diverse group. They differ widely in personal background, education, professional experience, interest in language and literacy, and enthusiasm for teaching. They may teach in community centers, or they may tutor in libraries, prisons, churches and synagogues or in housing projects. Their focus in teaching language and literacy may vary along with the goals of their students: some teach learners who want to become more proficient in English in order to gain greater independence, access services, and take advantage of better job opportunities; others teach students who want to learn to read and write in their native language so that they can maintain the literacy traditions of their own culture or read with their children.

The adults they teach may be native-born or immigrants, refugees, newly legalized adults, or those without papers. The programs these teachers are part of often depend on the vagaries of funding: they receive money from sources such as the federal government (for workplace, family literacy, *Amnesty and refugee programs), private foundations, state departments of education, or a combination of federal and state funds. Since monies from such sources tend to shift with the political winds, teachers often have to shift focus to meet the ever-changing requirements of funders and other stakeholders.

Diverse Goals

Language and literacy teachers may define their professional goals in different ways: they may regard themselves foremost as academic instructors of language and literacy, or they may see their main purpose to support students' efforts to achieve personal goals and gain greater control over the circumstances of their lives. Teachers may also differ in their orientation towards language teaching and learning: Some may put a strong emphasis on directed teaching, focusing on clearly outlined objectives of what is to be taught by the instructor and mastered by the students. Others take a more developmental approach: by working with their students to devise opportunities for reading, writing, and face to face communication, they allow learning to emerge naturally out of various literacy events. As a group, language and literacy teachers support teaching that is learner-centered, striving to meet

*Amnesty is a United States immigration program in which immigrants without papers but with previous years of residency in the USA might apply for legal residency status.

continued on page 4: TEACHERS

OVERLOOKING THE DISADVANTAGES

Moira Prendergast

When I learned of this special issue, my mind immediately began racing through the many problems and discouragements I have faced as a part-timer in the college circuit. In the past year I have taught at five different institutions, in nine separate programs, and in six various locations. There is no discourse more common in the faculty room than complaints about job benefits, security, and fatigue. But in evaluating my career in order to write this piece, I realized that there was a lot about my position as a part-timer that is pleasing to my lifestyle. (I am fresh out of grad school, in my late twenties, a single parent of a toddler, and—fortunately—very full of energy.)

1) Flexibility

As a part-timer I am able to choose my own schedule. I can accept classes which please me, in areas I enjoy teaching. I can regulate the number of hours in a work week, and I can set my own schedule, choosing days or nights.

2) Networking

Working at a variety of institutions has given me the opportunity to meet five times as many colleagues, faculty, and students as a full-time teacher would working at one campus. Thus, I have made contacts which will benefit me throughout my career. This includes being able to work with countless leaders and specialists within our field.

CONTINUED on page 5: OVERLOOKING

THEME: MEET AEIS

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FROM THE EDITOR-- Pat Rigg

NEWSLETTER UPDATE

First, I want to thank the many people who wrote in support of continuing this newsletter. I forwarded those messages to the TESOL Executive Board, and have been assured that we will retain our two issues of 8 pages each.

Second, your voices have been heard in another sense: many of you suggested topics you want addressed in this newsletter (list on page). I will try to incorporate two of these immediately—one reviewing recent publications, another a column on specific techniques. Each of you is invited to send me a description of a technique you use, indicating who it's for, how it works, and what materials it uses.

Third, AEIS members need to publish in other TESOL organs: TESOL Matters, TESOL Journal, and the TESOL Quarterly. If AEIS forms a effective publications committee, that committee can solicit manuscripts about adult education for different TESOL publications, including this one. We need to make our voices and our concerns heard more widely than just in this newsletter.

MEET AEIS

The theme of this issue is AEIS— -- our own Interest Section. Who are we? What sorts of jobs do we hold? What special interests do we share?The keynote article addressing this theme is Wrigley's Language and Literacy Teachers, which points out some common concerns and needs. Some brief introductions to specific members indicate our wide diversity. A focus on one program in some depth — Invergarry Learning Centre near Vancouver—on pages 6 and 7 is written entirely by students.

NEXT THEME: EVALUATION

The next issue will focus on evaluation. This is a call for manuscripts about evaluation (or assessment). How do you evaluate your students? Yourself? Your program? How do your students evaluate themselves? you? their classes, materials, program? Are you required to administer certain tests? Which? Why? What do you (and your students) think of this? There are many more questions we could ask about evaluation. What are your questions? Start gathering notes now, and send in your ideas.

Please type, double-space, and send all manuscripts to
Pat Rigg, Editor, AEIS Newsletter
1303 N Walnut
Tucson, AZ 85712, USA.

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ADULT EDUCATION

NOMINATIONS FOR AEIS OFFICERS

Two years ago, AEIS voted to have a nominating committee, and to present candidates in the newsletter. This is the first time AEIS has tried this: the hope is to enfranchise members who cannot attend the conference. Nominations will also be open at the AEIS Business Meeting, and members can vote in person then. As we go through the process for the first time, we will undoubtedly discover some problems. We invite and welcome your suggestions on how the process of selecting officers can be made more responsive to more members. Contact Suzanne Leibman, ESL, William Rainey Harper College, 1200 West Algonquin Road, Palatine, IL 60067-7398 or Sheila Acevedo, School Board of Palm Beach County, 3970 RCA Blvd, Suite 7016, Palm Beach Gardens, FL 33410-4283.

Members who cannot attend the TESOL conference in New York City this March are invited to send their votes to AEIS Chair, Suzanne Leibman, ESL, William Rainey Harper College, 1200 West Algonquin Road, Palatine, IL 60067-7398.

Thanks to the members of the nominating committee:
Julia Spinthourakis, Director of Research and Policy. Florida Dept. of Health and Rehabilitative Services; Refugee Programs Adminstration.
Wayne Pate, Director of Programs. Texas Education Agency, Adult and Community Education.
"Stoney" Stonehocker, ESL Instructor. Asian Association of Utah.
Dennis Terdy, Director. Illinois Adult Learning Resource Center.

NOMINEES:

For AEIS Associate Chair (becomes Chair 1992):
VOTE FOR ONE

Elsa Auerbach. English Dept, University of Massachusetts at Boston.
Jan Cox. Program Coordinator ESL, Salt Lake City Community High School.
Patricia Mooney Gonzalez. Assistant in Continuing Education, New York State Education Dept.
Cora Jckowski. Coordinator, Adult ESL grants, Salt Lake City School District.
Nick Kremer. Faculty Coordinator, Vocational Education Special Projects, El Camino Community College District.
Judy Langilier. Adult ESL resource teacher. Palm Beach County Schools.

For AEIS Secretary VOTE FOR ONE

Charlotte Benevidez. Teacher, Salt Lake City Community High School.
Rose DiGerlando. Instructional Resource Consultant, Illinois ESL Adult Education Service Center.
Ari Papargyriou. Adult Education Coordinator, New York City Board of Education.

TESOL Executive Board Member-at-large
Pat Rigg. Consultant: American Language & Literacy, Tucson AZ

THE MAILBOX: LETTERS TO THE EDITOR

Pat Rigg, Editor

The mailbox last summer was full of letters from around the world, encouraging me to continue this newsletter. Many people indicated some issues they would like to see addressed, so I'm listing those here. Perhaps our convention planners and TESOL Matters, the newsletter for all TESOL interest sections, will join me in addressing some of these in the future.

1. Employment concerns: what are the needs? what programs are being developed in adult ed; how are teachers participating in these?

"I feel very strongly that a professional organization such as TESOL should provide this service on a regular basis."

Closely related: Part-time jobs. "As a part-timer (I have 3 jobs!) this topic is important to me. I have no job-provided benefits: sick leave, health insurance, life insurance, disability insurance, vacation pay."

Adult Ed teachers and union organizing. Is anyone doing it? How? (See Teachers' Bill of Rights in COMMON CONCERNS, p. 4.)

2. Idea of the month lessons—like it works. (See p. 8)
3. Family literacy?
4. Vocational ESOL. "Workplace literacy" refers to a wide variety of programs: what do the best look like? Are there standards?
5. Pilot projects, new projects, reports of programs successfully adapting to new needs.
6. Materials review. Reviews of textbooks. Good bibliographic references, reports of methodology and techniques that work.
7. Outstanding competency-based programs (how are they set up? pre/post assessment? handling open enrollment?
8. Curriculum design with models of spiraling curriculum?
9. Classroom situations and projects aimed at special interest groups. Who is doing what (and how do they get funded) with special needs ESOL? Same Q for NON pre/low level literacy students.
10. AIDS education and ESL—are they compatible? What's an appropriate curriculum? How else will our students get this information?
11. Content-based ESL instruction for ESOL adults with little formal education?
12. Volunteers? A volunteer (LVA) wants articles addressed to their needs.
13. Articles on cultural sensitivity

JOURNAL OF SECOND LANGUAGE WRITING

Call for papers

Editors encourage theoretically grounded reports of research and discussions of central issues in second and foreign language writing and writing instruction at all levels of proficiency. Submissions should be 15-30 pages, typed double-space, with a 200-word abstract. APA style, 4 copies. Send ms. and inquiries to: Ilona Leki, Editor

Journal of Second Language Writing
Dept. of English, Univ. of Tennessee
Knoxville, TN 37996-0430

LITERACY FOR HOMELESS WOMEN WITH DRUG & ALCOHOL PROBLEMS

Sandy B. Gittleson

When I returned to Teachers College in New York City two yearsago to complete my doctoral studies, I found a position as an educational consultant for Women in Need—a non-profit organization that assists homeless women with drug and alcohol problems. The position is funded by the National Institute of Alcoholism and Alcohol Abuse (NIAAA) as part of their pilot program of seven similar programs acrosss the nation. The goal is to see if education can help women seek and stay with treatment, by helping them feel better about themselves.

LITERACY CIRCLE

Beginning in February of last year, I worked to establish a literacy program to meet the needs of these women. Initially I tutored students individually, but now I have an open enroll ment group called "The Reading and Writing Circle," which meets two days a week for one and a half hours each. My students are primarily women of color—predominantly African-American, but with a recent increase of Hispanic women. Both groups dropped out of high school, primarily due to pregnancy. The goal of the class is to provide language instruc tion with content relevant to their lives.

MATERIALS

Each student receives a red binder with paper, dividers, a notebook, pens and pencils, and a dictionary. I have noticed that the women hold on to these basic supplies as if they were emblematic of some high achievement. Organizing their binders may be symbolic of organizing and strucuring their lives.

The New York Times is a valuable resource, with timely articles on a variety of subjects, such as cocaine abuse and how it affects the prenatal infants of users. We usually read an article together and discuss it. The women underline any words they don't know, and look these up at home in their dictionaries.

Since these women had little sense of self, my initial lessons were on women and their place in history. This was very well-received by the group. We also went to the neighborhood public library, where the women took out their first library cards.

RESULTS

The women have made great strides, and seem to feel a greater sense of self-worth. The two groups have formed bonds, creating close rela tionships among the women, and they help and support one another.

This support transfers into their school work, which daily improves its quality. Two students recently took the GED exam, and one already was notified that she passed with a very high score. This achievement seemed impossible nine months before, when her youngest child was taken from her because the infant tested positive for cocaine at birth.

I am currently working with ten women who are dedicated to learning, who are t aking risks so that they can learn more and can expand their intellectual horizons. My own horizons are too.

the needs of the students and enable them to meet their goals. However, in many programs, teachers go one step further—implementing a participatory approach in which learners are actively involved in making decisions about how they want to be evaluated, what they want to learn, and how the program can best meet their needs.

Teachers' Bill of Rights

In spite of their diversity in background and perspective, most language and literacy practitioners share the feeling that they receive inadequate support and compensation for their efforts, and are not provided with sufficient opportunities for professional development. Out of discussions with teachers about their professional circumstances (along with first-hand experience as an ESL "instructor") there emerges a clear sense that the field needs to consider what Auerbach (1990) calls a "Practitioners' Bill of Rights" or an outline of what teachers can rightfully expect from their profession. What rights do teachers have? Specifics may depend on the type of program and the individual teaching context, but a number of common issues deserve to be highlighted.

As a starting point, language and literacy teachers want the following:

• to be treated with respect and dignity; to have their contributions recognized and their efforts rewarded. In most cases, this translates into being treated as professionals worthy of teaching jobs that page a decent wage, offer benefits, provide release time for curriculum development, and offer opportunities for advancement. This is true of full-time teachers as well as those working part-time: all deserve to be included in the professional dialog about teaching and learning so that their voices can be heard. To be successful, language and literacy teachers require time, space, and funds to work together and to share ideas. They need access to continuing educational opportunities that help them to overcome the isolation of the classroom and allow them to influence the field and shape the profession.

• to be given opportunities to learn and grow at their own pace and meet their individual professional goals. While all teachers need opportunities to update their knowledge base and increase their teaching repertoire, they may require such support at different times and to varying degrees. Teachers want access to information about effective teaching strategies; they also want opportunities to engage collectively in thoughtful deliberation about teaching. (Nunan (1989) talks about "effective" and "reflective" teaching; Rogers (1990) distinguishes "micro-" and "macro-teaching.") All deserve a forum that allows them to articulate and express their profes- sional concerns.

• to be regarded as "experts" capable of understanding and interpreting the relationship between classroom teaching and student learning. To explore that connection, many teachers are now becoming involved in "action research," documenting the thoughts that go into their teaching, the strategies they use to interact with their students, the attitudes that surface during the lessons, and the outcomes that result from particular interactions. These teachers want access to theories and discussions that help them examine how their students manage to learn in a particular classroom context and how they can help shape a learner's language and literacy development. They want to know how to make links between their own thoughts about teaching and the theories developed by linguists and university-based researchers. There is an increasing awareness that teachers are more than just "users" of research: we have come to recognize that practitioners can make valuable contributions to action-based research and through an examination of classroom issues, move the field towards a greater understanding of the literacy education of adults.

CONTINUED IN NEXT COLUMN

Just as learners require different kinds of input at various stages of language and literacy development, so do teachers need differentiated support, depending on where they are as teachers and who they are as individuals. There is a great deal of talk these days about empowering students, fostering their self-esteem, validating their experiences, and building on their strengths. It is time to do the same for teachers.

Further Reading

Auerbach, Elsa. 1990. Making meaning, making change: A guide to participatory curriculum development for adult ESL and family literacy. Boston, MA: Univ. of Massachusetts, English Family Literacy Project.

Foster, S. E. 1988. Professionalization of the adult literacy workforce. Southport, CT: Southport Institute for Policy Analysis, Project on Adult Literacy.

Isserlis, Janet. forthcoming. Using action research for ESL evaluation and assessment.

NCBE Staff. 1988. Innovative staff development approaches. New Focus, Occasional Papers in Bilingual Education 4. Washington, DC: National Clearinghouse on Bilingual Education.

Nunan, David. 1990. Second-language teacher education: Present trends and future prospects. In C.N. Candlin & T.F. McNamara (Eds.), Language learning and community: Festschrift in honour of Terry Quinn. Sydney, N.S.W.: Macquarie University, National Centre for English Language Teaching and Research.

Richards, Jack. 1990. The dilemma of teacher education in second language teaching. In J.C. Richards & D. Nunan (Eds.), Second language teacher education. Cambridge: Cambridge University Press.

author's note:
I want to thank Suzanne Leibman for her concern that diversity in teaching not be represented as a dichotomy between full- and part-time teachers, or between linguists andsocial workers. I welcome comments from others on the ideas outlined in this piece.

Heide Spruck Wrigley is a Senior Research Associate at Aguirre International. She is the assistant director of a national research study on ESL adult literacy which will identify innovative programs and promising practices in ESL literacy, and will publish a handbook based on the results.

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CONTINUED from page 1 OVERLOOKING

3) Program Exposure

As my experience has led me to many people, it has also led me to many administrations, each being run in a totally different way. I have been exposed to a variety of employers, evaluation techniques, program development, and department policies. All of this training has been far more valuable than the scenarios of "real world" programs explained in text books. I have had the chance to look at each program with an objective view, and form an educated opinion about what works and what doesn't.

4) Pay

Let's face it—the pay is good*. Starting salary (in the Silicon Valley) for an instructor with a Master's degree and little experience has ranged from $26/hour to $44/hour. The more you work, the more you get; the longer you've worked, the more it goes up.

5) Job Variety

As a part-timer, I am not confined to teach classes which fall under some job description such as writing specialist or reading coordinator. I have had the opportunity to teach all skills at an academic level: business classes to employees on the job; vocational ESL to immigrants and refugees; and so on.

6) Job Duties

Most and foremost, my duties are TEACHING! No commitments to the department faculty or committees. Just plain teaching. Despite the overwhelming push toward theory and research in my graduate program, I always contended that I wanted to teach. I didn't want to be an administrator. I didn't want to learn statistics. I wanted to be "out in the field" helping my students improve their English.

7) Consistent Vacation Time

Since I am able to design my own schedule, I can guarantee certain vacation times to be with my family: the month of August and the winter break. I never accept contracts during those times, and I look forward to the "free" time I will spend on myself.

Of course, there are just as many disadvantages as advantages to working as a part-time instructor. It is the ultimate goal of most part-timers to land that dreamed-of full-time job, with security, benefits, and tenure. Unfortunately, the average part-timer works a minimum of 5 years before having such an opportunity. We might as well enjoy it!

* Not all part-timers agree.

CONTINUED FROM PAGE 8: PRINT

If possible, get cameras and film, so students can take pictures of environmental print, either slides or prints. This gives them a chance to decide what sorts of environmental print they want to get examples of, which means that they need to discuss examples and types, perhaps to draw and write as illustrations to their discussions, and to write lists of what they want to shoot, with some sort of directions as to where these items are. All of this discussing and deciding involves the students' recalling specific pieces of print, a sort of mental "rereading." Cameras allow them to get a picture of the contexts in which the print occurs, so that when they bring those examples back to the class, it's easier for their classmates to read the pictures than to read their handcopied signs.

WHAT ELSE can you do?

Write your own. It's important that students recognize that they can create environmental print also; they are not just recipients of others' messages. A large sheet of newsprint or chart paper can invite graffiti from both students and staff. A message board can help students arrange for car- pooling and child-care, as well as announce garage sales, class/school parties, etc. Students can make a bulletin board of examples of environmental print, perhaps in categories, such as SIGNS IN THE STREET, LABELS ON FOOD, ADS, etc. They can design their own T-shirt slogans, and can even make these T-shirts with fabric paint. Students can design their own bumper stickers, making these too of Contact paper.

Categorize the examples. If you have pictures, they can be manipulated, being placed physically into one category or another. Students should do this in groups, so that they have a chance to discuss both the print and the context. Groups should trade their examples, categorizing these next examples too, and then the groups can discuss the quite different categories they created. This demonstrates the arbitrariness of categories, but more importantly, it allows the students to discuss what aspects of the print and context (and purpose) are most important.

Read the world by reading the words. What do the environmental print examples mean? What are the implicit messages we can read in a billboard, a magazine ad, a detergent box? What are some of the assumptions underlying some of those implicit messages? Addressing these questions can involve the class in discussions of political-social-economic structures, and may elicit recognition of racism or sexism. If, for example, we count the number of people in advertisements for cars, then count the percentage of those who are people of color, we can begin to guess at the assumptions held by the people who market cars. Many students and teachers feel uncomfortable in this sort of discussion, so I recommend it only to those who feel comfortable (and whose students agree with the teacher that this sort of discussion is pertinent to their goals).

TESOL in New York City
24-28 March 1991

CENTRAL AMERICAN STUDENTS ORGANIZE

by Guillermo Osorio
Invergarry Learning Centre

We are a group of Central Americans who left our countries as a result of the social, political, and economic crisis. We settled in Surrey BC, Canada, the middle of 1989. As Central Americans we have many common connections —language, religion, customs, and race. As individuals, obviously, we have our particular traits. Some of us come from urban centres and some from rural areas. Our educational levels vary from those who are presently be- coming literate to university graduates. Our professional experience is also varied: housewives, peasants, workers, educators, civil servants. We have experienced different ways and approaches to community work.

We are studying English at Invergarry Learning Centre. During lunch hour we get together to eat and talk about our situation and encourage each other when we are depressed, which happens with a certain frequency. This is not surprising, because we are thousands of kilometers away from the countries in which we were born, and we have—in most cases—no hopes of getting back due to the political situation. We miss very much our families left behind, our friends, the sun, the air, the vegetation, the colours. British Columbia is beautiful, but it is difficult to adjust to a new society with a different language, customs, food, religions.

During our breaks at school we talk about what can be done to help each other in this difficult phase of our lives, and about how to help new Latin American immigrants. One classmate suggested that we should get organized to provide mutual support. After two or three meetings, one participant suggested we form a committee composed of four areas: education, health, community development, and economy. Each participant chose to be involved in a sub-committee. Each sub-committee chose a leader, and the leaders elected a spokesperson for the group. The leaders can be replaced when the members of the subcommittee find it necessary.

The objectives of our group are:

* to provide counseling in the administrative dealings with governmental and non-govern- mental agencies;
* to help newcomers acquire basic material needs for their home;

CONTINUED ON NEXT COLUMN

* to help newcomers locate educational facilities available in our community;
* to help new immigrants solve current problems according to our capabilities.

In the short time since we got organized, we have had some success. First, we persuaded Canada Immigration to shift the time of our English language course from its original schedule of 3:00pm-9:00pm to daytime. Second, we have requested a job training program from Canada Employment and Immigration, and have received a positive initial response. So we hope to adjust to Canadian society in the shortest possible time and become productive citizens.

(Yom Shamash is the faculty member who has worked most closely with this group.)

TO THE TEACHER

That man who sings, sings
He is not a singer.
That man who speaks, speaks
He is not a speaker.
That man who dances, dances
He is not a dancer.
That man who makes gestures
He is not a comic.
That man who explains, explains
He is not a philosopher.
That man who laughs, laughs,
he shows me his white teeth,
This is the teacher.
He loves me very much
with his singing,
and his speaking,
and his dancing,
and his blackboard.
He gives me his wisdom
with his gestures
and his laughs.
He teaches me to write,
to read, and to speak.
He looks like he is doing theater:
with his chalk and his ruler
and his intelligence he gives me
all his understanding.

Rafael Alvarado 5 Oct. 1990

EDITOR'S NOTE: The term "student empowerment" is used a great deal, often vaguely and without evidence. These two articles from student organizations at Invergarry Learning Centre in Surrey, BC. are the best examples I know of students empowering themselves.

The Friends of Invergarry

Mike Johnson

The Friends of Invergarry Society is an adult student organization formed by the students concerned about their school. This concern originally stemmed from the fact that our building was needed by the Surrey School District to accommodate the increase in primary-aged children in the neighborhood. There had been little or no thought (at least to our knowledge) of where we were to move. As adult learners whose lives were now centered around this school, we had to know positively where we were to be, so we could plan our lives accordingly.

For so many of us, it has taken great courage to return to school. We feel grateful for this caring, friendly atmosphere here at Invergarry, and we could not sit by and let bureaucrats make unsolicited decisions about our school.

Six of us formed a Student Council Committee, reminiscent of a Student's Council in high school. Our first problem was to give the School Board an idea of what to look for in their search for a new location for our school. We asked the Invergarry student population to give us ideas on what was required in a school. What made Invergarry work so well? How could this be duplicated in another setting? The response was fantastic and emotional. It was great to see that the rest of the school felt as deeply as we did for our centre.

The first and foremost concern we had was to keep our programs together. This has been our main problem from the outset, because it soon became apparent that space large enough to house almost a thousand students was difficult to find.

NEGOTIATING

We organized a meeting with the chair of the Surrey School Board and the Director of Adult Education to discuss the following points:

a) the importance of keeping the programs together to maintain the family-like learning environment;
b) the need to duplicate the physical structure of Invergarry to maintain this family atmosphere;
c) the need for continued day-care services;

CONTINUED IN NEXT COLUMN

d) the need for the school to be on a bus route;
e) the need for increased space, including lab facilities;
f) the need for improved handicapped access;
g) the need for adequate, well-lighted parking.

In that meeting we were assured that the Board valued Invergarry as a successful and progressive learning centre, and that the Board was committed to finding us a suitable location, taking into consideration our stated needs.

Over the next few months, we were in continuous dialogue with the Board, maintaining a good relationship while working towards our common goal. Since then we have come a long way in a very short time. We have been successful in achieving the first two of our Society's purposes, listed below:

a) initially to work with Surrey School Board in finding a temporary location for our school;
b) to continue working with the Board in finding a permanent location for our school by gathering and presenting information to the Board pertaining to this end;
c) to become active in other problems concerning Adult Education in Surrey, and to act as advocates; providing access for adult students into the bureaucratic system by maintaining a working relationship with the Board.
d) to support Adult Education in Surrey by donating our time and financial support as needed to provide adult learners with a secure learning environment.

We are maintaining our working relationship with Surrey School Board by providing input into the renovations being done to accommodate us at our new location. Because we will be sharing a centrally located building with Surrey's Continuing Education Centre, we will be able to serve an increasing adult learner population, fulfilling our Society's last two purposes.

In summation, I would like to say that without the help of a supportive student population, and a caring and understanding staff, we would not have been able to impact our future as a school to the degree we have. Our common feelings and concern for our building bonded us together and gave the old adage "strength in numbers" modern meaning.

Attend the AEIS Business Meeting Monday, 25 March 5:15 - 7:00 New York City

IT WORKS FOR ME

ENVIRONMENTAL PRINT

Pat Rigg

WHAT is it? Environmental print is the written language that surrounds us: No Smoking signs, EXIT signs, brand names on grocery products, and labels on clothes (ADIDAS, LEVIS), etc. In a literate society, we literally swim in print. Most of it is readable by even the newest reader because it is in context. When the context is meaningful to someone, that person can probably read some of the print there.

A collection of environmental print examples can be used in a variety of ways to

- demonstrate to adult literacy students that they are already reading;
- offer occasions for small group discussions and problem solving focused on print; and
- elicit writing from these students.

WHO is this for? People who are just becoming literate in English— both those who are literate in another language and those who are becoming literate for the first time. The differences between the two groups are enormous, but both daily use products and services which include written language.

WHY use environmental print?

It's readable; it's easily obtainable and practically free; it involves both writing and reading. It allows the students to be in control, to demonstrate what they already can read and write. And it's fun.

HOW do you use environmental print?

First, call your students' attention to examples of such print. Look around the room. There may be No Smoking signs, light switch signs, directions for what to do in the event of fire, brand names on pencils, names on student notebooks, and labels on clothes as well as snappy slogans on T-shirts and sweatshirts. As a class, see how many items of environmental print you can find in the room, and list them on the board or overhead.

Second, ask the class to brainstorm examples, and list these too. Many examples come from people's pockets, wallets, or purses: driver's license, credit cards, identity cards, money, checkbooks, etc. Many students will produce categories, not examples. Start a list of categories, and then ask everyone to supply examples for different categories. The point is that we are surrounded by print, and that we read a lot of it unconsciously.

Your students may want to get examples from outside the room, leaving either as a group or in pairs. They can walk through a couple of streets, noting (by writing) everything there is to read on the street.

CONTINUED ON PAGE 5: PRINT

TESOL

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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ADULT EDUCATION
NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

September, 1991 Vol. XVIII No. 2

Test of English Proficiency Level

Glayol Ekbatani

Despite the significant growth of ESL adult education centers in many communities, the critical issue of systematic testing and placing of adult learners has not yet been adequately addressed. The difficulty of testing and placing a population who has had little or no instruction in English stems from the fact that most of the commercially designed tests require a certain level of reading ability that these learners simply lack. Many Hispanic adult immigrants, for example, have some knowledge of sound/symbol correspondence, due to the similarity of English and Spanish, but even the comprehension abilities of this group are far beneath the level that is required for taking the currently used placement tests, such as the CELT, Michigan, TOEFL, etc.

While many of these learners do not possess the necessary skills to take the written tests, some have acquired a certain degree of communicative competence through direct exposure to spoken English. This exposure is often work-related, along with the length of time spent in this country, accounts for a wide range of communicative abilities, from absolute beginners to those with an intermediate knowledge of spoken English that enables them to function and express basic needs in their daily lives.

The question often raised is whether to lump together students with such different abilities, since they all have to be given the same instruction in reading and writing, or to place them more homogeneously according to their listening/speaking abilities. Our experience with this group of students indicates that even the instruction of reading, writing, and basic grammar is facilitated when the students have some listening skills, thus the homogeneity of groups allows for more effective instructions in written skills as well as in listening/speaking.

The Test of English Proficiency Level (TEPL) oral section is designed to objectively test listening/speaking abilities of students who are not literate in English and are not familiar with the format of the typical paper and pencil multiple choice tests.

The test consists of 10 open-ended questions and 20 picture questions. The pictures test a wide range of functions: identifying objects, giving time and dates, describing situations and making comparisons. The test is administered individually and the time required is about 10-15 minutes. It is easy to administer; the questions are straightforward; the pictures are, to a great extent,

CONTINUED ON PAGE 4: TEPL

ASSESSING PROGRESS

Jessica Dilworth

Pima County Adult Education, Tucson, AZ

Many adult education programs are struggling, as we are in Pima County Adult Education, to find ways to assess student progress and not give up learner-directed, participatory practices. We know that incorporating assessments into our curriculum does not necessarily mean teaching to tests or sacrificing a relaxed, non-threatening atmosphere. We would like assessments to show teachers if what they are doing in the classroom is working; to show students how they are progressing; and to show administrators if their programs are successful.

Before designing and/or choosing assessment tools and procedures, we must first decide what we want to achieve through assessment. One assessment may not be able to meet the varying needs of students, teachers, administrators, and funding sources. If we want to know that we are covering what the students want, informal interviews about class content and student needs and goals will give us the information we desire. If we want to know how our students compare to other adult education programs, a norm-referenced standardized test is one choice and comparing student portfolios and teaching logs is another. If we want to know that students are learning what we are teaching, a post-assessment of course content and student evaluation of learning strategies and language use are options. If we want to document student progress, pre- and post- assessments are needed.

CONTINUED ON PAGE 4: ASSESSING PROGRESS

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Letter from the Associate Chair

Jessica Dilworth

I'm honored to have been elected to serve TESOL's Adult Education Interest Section (AEIS). I have been privileged to attend five international TESOL conferences and have grown professionally because of my participation in them. I'm grateful that we have such a strong organization that offers us opportunities and insights in our field.

I feel excited about helping to organize AEIS for the next two years. My responsibilities this year as Associate Chair are to organize the AEIS academic session and the discussion groups for the next inter- national TESOL conference in Vancouver, B.C. The topic for the academic session will be assessment: I'm hoping to draw from both traditional and alternative sources to offer a session in which participants will be able to find out about current assessment practices in adult education programs, to learn how to design their own assessments to meet the needs of their students and programs, and to discuss current trends in standardized and alternative assessment. Topics for discussion group sessions which were suggested to me at the AEIS open meeting in New York include: biliteracy; uses of volunteers; Amerasians; students with special needs such as visual, physical, and emotional handicaps; participatory approaches; workplace education; inter- generational education; politics of adult education; race, culture, and discrimination; professionalism and working conditions; counseling; and student representatives. Not all of these can be included. A deciding factor for their inclusion in the program will be finding discussion group leaders.

One reason I'm able to work for AEIS is my supportive workplace. The director of Pima County Adult Education, Greg Hart, encourages staff to develop as leaders in adult education. Also, many teachers I work with have already offered their time and expertise to assist me in fulfilling my responsibilities as your Associate Chair this year, and as Chair next year.

I have a full-time job with Pima County Adult Education in Tucson, Arizona, where I have worked for nine years. Our agency is unique in that we are not affiliated with any other educational entity such as public schools or community colleges, and thus make our own decisions about the direction of our program. Half of our 130 employees are in salaried positions; there are ten coordinators with jobs similar to mine. My job title is Learning Center Coordinator and my responsibilities include overseeing both ESOL and GED classes in a center which serves approximately 3,000 students a year. For the last two years I have also been the ESOL Curriculum Coordinator and this year my job will be split between coordinating the learning center and a new family education program in three public schools.

I look forward to seeing AEIS members at the adult education meetings and presentations in Canada next March. Meanwhile, if you are interested in giving input into next year's conference, if you want to lead a discussion group or you want to recommend someone else to do so, please contact me. I also invite you to contact me with your ideas for making our interest section even more responsive to and representative of our membership.

Jessica Dilworth
Teaching Coordinator
Liberty Learning Center
5101 S Liberty St.
Tucson, AZ 85706 USA
(602) 741-2696

Editor's Note: Jessica modestly forgot to mention that she received the AZTESOL 1991 Award for Adult Educator of the Year. Part of the citation for that award notes her constant support of colleagues.

REQUEST FOR INFORMATION

I would like any information on how the presence or absence of self-directedness affects how adults learn English as an additional language.

James Cornell Riordan, Academic Director
Associação Cultural Brasil-Estados Unidos
Av. Sete de Setembro, 1883
Salvador, Bahia, BRASIL

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TESOL DAY AT THE UNITED NATIONS

Manabu Seki

The second day at the TESOL conference in New York City in March was United Nations day: Over 100 TESOLers were treated to a full day of introductions and information at the U.N. This report comes from one of those fortunate enough to attend.

On the second day at the TESOL conference in New York I had the wonderful opportunity to go to the U.N. Headquarters. People from all over the world met while waiting at the entrance gate.

After passing through security, one of the U.N. representatives directed us to one of the many auditoriums. The first speaker talked about the role of the U.N. in world peace making and peace keeping, precipitating questions around the post-war situation in the Middle East and the consequences it would have to its nations.

Throughout the day we listened to discussions on human rights; disarmament; decolonization (in which Hong Kong and Angola were used as examples of recent decolonizations); drug control, literacy in which U.N. materials and resources were presented.

However, the apex of the day happened around world economy and development which was presented by Dr. Brown. His rich and powerful speech pinpointed world economy and development as a major factor in the destruction of our ecology (with a highlight on the decimation of the rainforest in the Third World nations) and the degradation of society (with an emphasis on drugs). He almost made the polite crowd stand in ovation when he finished his speech, stating that we are the vehicle of communication which could make our world a better place to live.

We had a conversation with two of the many translator/proof reader/editors who worked on the elaboration of U.N. documents. They talked about their many experiences throughout the years they worked for the organization, the way the language is handled, the official languages spoken at the U.N. installations, the difficulties of short deadlines given for translations, etc; however, with all the good and bad times they seemed to love their work. There was a presentation around material about the U.N. available for ESL teaching and an explanation on how to get information regarding those materials. After all the presentations the group composed of around 200 teachers, was divided in little groups and we went for a tour through the U.N. installations.

I would describe the whole experience as a day for assimilation and for reflection about all the humanity disgraces, and be able to criticize ourselves and know that there are so many things that can be done to make this world a better place to live and that there is an organization that makes it possible to happen.

Manabu Seki is a Japanese from Brazil. He started as an ESL student at Invergarry Learning Centre, and now works as a teacher assistant in the same centre. He edits and publishes School Daze, a student newspaper from Invergarry.

A STUDENT REMEMBERS

Pham Hgoc Anh

I left Vietnam forever...is it the truth? I can't express my ideas. How sad I am! Can you see my face filled with dropping tears? I want to forget all the memories, but they keep growing more and more. When I'm talking about my country where I was born, suddenly my bosom feels excited with emotion which is very difficult for me to express in words.

My father left Vietnam three days after I was born. I am not lucky like my friends who have someone they call "father." I'm half-blood Vietnamese and half American. I have brown hair. I was discriminated against because I was Amerasian. Among students in my school, I only saw black hair around me. It is hard to be a person who has two kinds of blood. I thought to myself, what have I been guilty of? I shall do good deeds and I shall be a virtuous girl. They want to fire my soul with their forsaken eyes. I cried, "No, I cannot be discouraged!"

Now I'm living in the USA. I have a good time. I'm very happy that I was allowed to leave Vietnam. When I compare now to the past, I can't believe my life. It is just like I was born again into a new world. I have freedom and peace here. I found my real father after twenty years. My dream has come true.

Pham Hgoc Anh
Philadelphia

(Editor's note: How should student work be edited? Voices magazine changes spelling to conventional forms, but has a strong policy of not making other changes. Other publishers of student writing work with the students to make their pieces as conventional as possible. I have edited this work by omitting about one-third of the original ms., but have not altered word choice, grammar, or phrasing. I invite your comments and advice on this thorny question. Pat Rigg)

next issue

WORKPLACE LITERACY

The theme of our next newsletter is Workplace Literacy. What does the term mean to you? What programs are working? What funding is available? What philosophies of literacy and of workplace drive different programs? You are invited to submit articles, reviews, personal anecdotes, and student work to

Pat Rigg, Editor, AEIS Newsletter
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DEADLINE: 1 November 1991
Please type doublespace or send Macintosh disks with MacWrite, MS Word, or MS Works.

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CONTINUED FROM PAGE 1: **ASSESSING PROGRESS**

Teachers have been using alternative assessment methods to measure student progress based on their own teaching styles and their students' needs and behaviors. Good teaching naturally includes a fair amount of ongoing assessment to give teachers information about the content and techniques to use with students, how to pace lessons, which tangents to follow, and how individual students change in participation, attitudes, self-correction, motivation, and attendance. Many teachers meet informally with students to discuss progress from both their perspectives, to identify learning strategies students use and suggest others, and to share their feelings about and suggestions for class. Teachers can get feedback from students by compiling critical incident reports, exchanging learning journals, collecting anecdotes of student successes and accomplishments, and having students keep classroom logs of what has been covered in class. By comparing student writing and/or video samples over time, teachers and students can assess progress and build confidence in language use. Teachers need to experiment with various assessment tools and find which combinations work with their students and their programs.

We've heard the rumors about the federal government wanting more program "accountability" in payment for long-awaited increases in funding to adult education programs nationwide. Does accountability necessarily mean all programs must adopt a standardized test? What will this show? Why is it that now, when many programs are developing participatory approaches, helping students to identify their own educational needs, and learning to teach in ways which address these changing student needs, that we are being pressured to adopt preestablished measurement tools? One of our jobs as adult educators is educating administrators, legislators, and the public in general about the limits of standardized assessments and how programs would lose their ability to teach to student needs, if a nationwide standardized curriculum were mandated.

CONTINUED FROM PAGE 1: **TEPL**

culture free, well-drawn, and represent concepts that are not too child-like for adults. The items require a complete, one-sentence answer. In some cases the tester is allowed to lead the test takers to the correct answer, usually by asking them to use a certain structure to complete the sentence or by encouraging them to look at the picture again if the meaning is not accurately conveyed the first time. The final response, however, is either correct or incorrect. There is no scale of accuracy. My experience with the test both at the University of Maine and now at the Community College of Philadelphia is positive: there is a sufficiently wide range of scores (10-27 in the oral section) to place students in three levels.

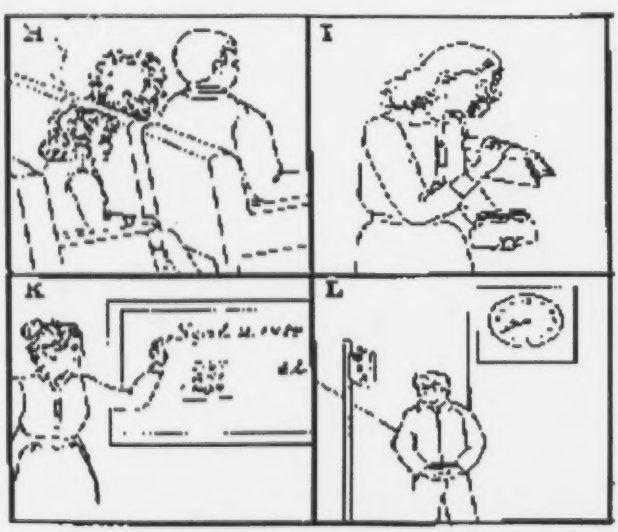
This test has one advantage over the individual oral interview: it allows for more inter-rater reliability. The questions do not change from one test taker to another; further, the acceptability of answers is consistent. The test also may yield more valid results than individual interviews. Test-takers cannot avoid certain structures, as they can in interviews; they must attempt to produce a variety of structures, such as the present, past, present continuous, imperative, conditional, etc. An advantage of this test over some picture tests is that this is designed to test speaking as well as listening.

In conclusion, I found the oral section of TEPL to be a useful and practical instrument for the initial placement of the students who are not literate in English. Jorstad's 1987 review of TEPL reports some technical and theoretical limitations, and suggests using another test with TEPL rather than relying exclusively on it for placement.

Helen Jorstad. 1987. TEPL, in Review of English Language Proficiency Tests. Washington, DC: TESOL.

Glayol Ekbatani Community College of Philadelphia
1700 Spring Garden St. Philadelphia, PA 19130

sample pictures from the TEPL



REVIEWS

Pat Rigg, Editor

•Hands-on English is a periodical for teachers and tutors of adult English as a second language. It is available from PO Box 589, Dewitt, NY 13214, USA, for US$16 a year for an individual subscription. The editor, Anna Silliman, has taught ESL to adults for a dozen years. She plans for Hands-on English to provide practical ideas, activities, and materials. The first issue includes questions for an initial interview with a student, a "grammar grab-bag" worksheet on the present perfect continuous, a review of a recent product, tips for teachers, and an invitation for teachers to submit their own hints and tips.

•access: a newsletter for the immigrant professional is published by a) the National Centre for English Language Teaching and Research at Macquarie University in Sydney, New South Wales, 2109 Australia andb) immigrant professionals. Although all the articles in this newsletter concern new Australians, some of the problems and some of the solutions reported here are representative of those faced by professionals who have immigrated to other countries.

•The Literacy Volunteers of New York City have published several new books for "new readers." Sixteen of these books—Writers' Voices—are selections from already published books, such as The Accidental Tourist or Bless Me, Ultima. The selections themselves are the smallest part of the books: the majority of the pages are assigned to Note to the Reader; About the Selection; Visual Resources; About the Author; Background; and Questions. For the same price, only US$3.50 each, one could purchase the complete texts of any of these volumes and could actually read the books themselves.

Nine new titles are publications of adult student writing. Called New Writers' Voices,not to be confused with Invergarry Learning Centre's Voices: New Writers for New Readers. All are available from Publishing Program, Literacy Volunteers of NYCity, 121 Avenue of the Americas, NY, NY 10013.

•Geoff Brindley's Assessing Achievement in the Learner-Centered Curriculum (1989) Sydney, NSW: Macquarie University, presents both theoretical and practical perspectives on assessing the language proficiency of adults. This book should be on the shelf of every adult ESOL program. As part of his research among thousands of adult immigrants to Australia, Brindley reports a variety of self-assessment techniques, many of which AEIS teachers can use with little or no change.

• Jennifer Horsman (1990) Something in my mind besides the everyday: Women and literacy. Toronto: Women's Press and Betty Lloyd (1991) Discovering the strength of our voices from the Canadian Congress for Learning Opportunities for Women,Toronto are two recent research reports which begin to explore some of the issues of women and literacy. Both suggest ways members of AEIS can begin to research similar issues with women for whom English is a new language.

ESL in America: Myths and Possibilities
edited by Sarah Benesch
Reviewed by Lenore Balliro; reprinted from *All Write News* viii, 1, 1991, newsletter of the Adult Literacy Resource Institute

ESL in America (Boynton-Cook/Heinemann, 1991) offers a valuable collection of essays that place ESL and bilingual education in the United States into a social, political, and economic context. What's especially appealing about this collection is that it is inclusionary, allowing a range of voices to come through—academicians, a public school principal, ESL practitioners, and (I was pleased to see) a student. Such a diversity of voices reflects the diversity of participants in the multi-disciplinary field of ESL and bilingual education.

The text is oganized into three sections: Myths, Policy, and Possibilities. Juan Cartagena opens the first section, which might more aptly be titled "Debunking the Myths," with a clear overview of the English Only/English Plus debate in the USA. Cartagena, of the Commonwealth of Puerto Rico's Department of Puerto Rican Community Affairs, uncovers the key players in the English Only movement, a national movement that seeks to establish English as the official language of the United States. He also does a good job of deconstructing the myths that provide the cornerstone of many of the arguments of English Only proponents. His use of specifics and details provides useful counter-arguments for English Plus advocates who wish to refute some of the spurious claims of English Only.

In "Who are the Americans?" Samuel Hernandez, Jr., a student at the College of Staten Island, CUNY, addresses the English Only issue from a personal perspective. Hernandez speaks compellingly of his experiences as a Puerto Rican in the U.S. Coast Guard and the inconsistencies in treatment he experienced because he is bilingual/bicultural. On the one hand, he was called upon to use his Spanish language skills as an interpreter; on the other hand, he was reprimanded for using his native tongue for personal business or even for listening to Spanish radio on his own time. Such reprimands echo other anecdotes and reported cases of workers who have been forbidden to use their native language in the workplace. Hernandez concludes that many Hispanic Americans have shown the same kind of loyalty to the United States as he has; knowing and using more than one language has not led to the divisiveness English Only proponents claim.

Georges Fouron's essay "Living in Exile: The Haitian Experience" examines Haitian immigration to the U.S. within an economic context—specifically, the "Dependency Theory of Migration." He illustrates how U.S. foreign policy has supported corrupt governments in Haiti to protect the economic interests of big business, thus contributing to a climate that forced many Haitians out of the country. He then analyzes the complex status of Haitian "immigrants" as well as of political and economic refugees. By focusing on two distinct periods of migration, 1957-71 and 1971-89, he probes issues of dependency and adaptation. Especially interesting is his treatment of the complex issues of ethnic identity of Haitians who have had to find a place as blacks within North American culture. Fouron's essay is substantially

CONTINUED ON PAGE 6 *ESL in AMERICA*

REVIEWS: ESL IN AMERICA, continued from page 5

researched. It serves as a useful piece—not only on understanding a part of the Haitian experience, but as a reminder that we need to look at why immigrants and refugees come here and how our foreign policy affects their home countries.

Philip Tajitsu Nash challenges the myth that Asians represent the most ambitious and intellectually superior immigrant group in the country in his chapter "ESL and the Myth of the Model Minority." The chapter begins with a short historical overview of how Asian-Americans have been cast through U.S. history, ranging from the "yellow peril" of the nineteenth century to the "model minority" of the 1970's and 80's. He then looks at the diversity of backgrounds (class, educational) of today's Asian/Pacific Americans to debunk the notion that they create a somehow monolithic group. Most important, he clarifies the "bipolar" nature of the Asian/Pacific American population: 43% with educational and economic resources that support "getting ahead," and 57% working class, with lower educational backgrounds and income levels. He concludes his piece with some implications for ESL teachers, and implores them not to ascribe certain characteristics that may convey high or low expectation levels based on national origin or ethnicity. Like Fouron, Nash analyzes a small piece of culture and ethnicity so we can more readily examine our role in relation to the immigration experience.

Moving into the Policy section, Sarah Benesch's chapter on assessment, "ESL on Campus: Questioning Testing and Tracking Policies," solidifies many of the complaints teachers have made about inappropriate testing for ESL students. This section also includes an article by Carole Edelsky and Sarah Hudelson entitled "Contextual Complexities: Written Language Policies for Bilingual Programs."

The volume concludes in a somewhat utopian tradition of dreaming for better things ahead. The Possibilities section offers three different illustrations of transformative theory in practice. William Waxman, principal of the Garfield School in Revere, Massachusetts, offers a refreshing narrative of how one school, historically comprised of an all-white student population, welcomed Cambodian newcomers to the classroom and community for the first time. In direct statements ("We had to make the children feel loved and wanted."), Waxman describes pre-planning before the children's arrival, the creation of buddy systems to help ease students into the school, and the eventual development of a bilingual education program. "Racial prejudice does not exist in the Garfield School,because the members of our community will not allow it," Waxman says. While it may be hard to believe that everyone there is free from racism, it is not hard to believe that this school and community truly celebrate diversity and encourage equality.

... In "Rosa's Challenge: Connecting Classroom and Community Contexts" Elsa Auerbach and Loren McGrail describe a project from the UMass Family Literacy Program. A clear overview of participatory practice (finding themes and issues, extending themes through participatory activities) and a concise

ESL in America, continued from previous column

listing of some "tools" for teachers provide a context for problem-posing classroom activity. The classroom activity is examined as an evolutionary process, from the selection of a student's journal piece, through the development of a "code," classroom reactions to the lesson, and the follow-up activities that became student-generated. What's interesting here is not only the description of the process but the teacher's reactions—both positive reactions and disappointments—to what went on in class, reminding us that the participatory process is never neat and linear.

While I found the content of *ESL in America* solid and satisfying, I was also impressed by the variety of writings. Editor Sarah Benesch deserves credit for seeking out, and thus validating, different kinds of discourse—from personal narrative to research-based writing. As such, there is room to celebrate diversity in this volume on a variety of levels.

DISCOVERING COLUMBUS

Rethinking Schools, in collaboration with the Network of Educators on Central America, is offering a special edition of its newspaper to help prepare for the Columbus quincentenary. Rethinking Columbus—a collection of essays and resources for teaching about the 500th anniversary of Columbus's arrival in the Americas —will be sold at cost. For more information, call (414) 964-9646 or write Rethinking Schools, 1001 E Keefe Ave., Milwaukee, WI 53212.

LICENSING TEACHERS

Adult education has seen tremendous expansion in scope and complexity over the past two decades. Whereas it was once conducted on a very informal or volunteer basis, today the demands and expectations of the field require experience and training that meet the specific needs of adult ESOL learners. Some adult educators in Minnesota have been working towards establishing a license for teachers of adult ESOL students.

Teachers of adult ESOL classes come from three groups: 1) teachers certified in areas other than ESL; 2) people with ESL training but without teaching certification; 3) people who want to work with adult ESOL speakers, and who want coursework that prepares them specifically for this. A task force in Minnesota has been exploring the sorts of training that should be offered to prospective adult educators of ESOL students. They decided on three categories as essential: 1) a historical and methodological survey of ESL teaching; 2) adult learning, including a component on second-culture experience; and 3) a language core, which includes English language and linguistics courses.

For an update on the Minnesota licensing, contact Joyce Penchansky or Jane Petring, ESL Lead Teachers, c/o Minneapolis ABE, 1006 West Lake St., Minneapolis, MN 55408.

THEORY IN EVALUATION

Pat Rigg, Editor

Theories make a difference. Any evaluation of ESOL people or programs needs to articulate the theory of language and of evaluation, and any evaluation of literacy programs needs to articulate its theory of ESOL literacy, since, as Harste and Burke (1977) demonstrated so clearly--our theories determine our perceptions, even if we have not articulated those theories and are not consciously aware of them. Any evaluator proposing to assess "atheoretically" has simply not done the necessary hard work of thinking through and articulating the theories underlying the proposed evaluation, nor of recognizing how those theories determine the formation of questions to be addressed as well as the means of addressing them.

Evaluation is always a political enterprise. It reflects how we see and what we see in and among individuals, educational enterprises, and structures of social organization. Standardized tests are based in part on a theory of evaluation which holds that sampling discrete behaviors can accurately indicate a wide variety of other behaviors, and perhaps even cognitive processes. An alternate theory is holistic, participatory, qualitative, and (I believe) more humane.

Holistic evaluation

Holistic evaluation recognizes that language is always purposeful and always in social and psychological situations: intention and context together determine meaning. Meaning is not divorced from the people using the language, their reasons for using it, the settings in which they use it, and the psychological and social situations (ie, what is the relative status between the speakers?). For example, what a husband and wife talk about in their living room and their bed room may differ depending on the setting; what they talk about in the living room may alter if their young child enters. Evaluation measures need to recognize all this.

Evaluation of ESOL adults should be participatory, should recognize that the people whose efforts are being assessed have invaluable insights to guide the collection and analysis of information about them, their work, and their program. Students' opinions and insights count: self evaluation is a vital part of any evaluation process, especially with adults; moreover, students' evaluation of their teachers and of their programs gives information unavailable from any other source.

Teachers' opinions and insights count: teachers' evaluations of their students, themselves, and their program give vital information that cannot be obtained in any other way. Just as only the adult students can see from the student's perspective, only the teachers have their perspective. Only the teacher has repeated observations of both students and students' academic efforts; usually only the teacher has collected samples of work over time, created under varying circumstances.

CONTINUED ON THIS PAGE, NEXT COLUMN

Likewise the opinions and insights of community members, such as spouses, and employers count: literacy is for something in the world outside the classroom. How does developing literacy affect people's personal, social, and economic lives?

theory of literacy

One's theory of literacy makes a difference. The student or teacher (or set of materials or program) with a narrow, reductionist view of literacy contrasts sharply with the student or teacher, etc. with a holistic view. The student who begs for homework exercises that drill individual alphabet letters in isolation has a very different theory of literacy from the teacher who wants students to spend most of their class time discussing their responses to the culture shock immigrants face.

A holistic theory of literacy owes much to theories of reading expressed by Ken & Yetta Goodman (1981), Frank Smith (1982), and Louise Rosenblatt (1978); and to the theories of composition expressed by James Britton (1982), James Moffett (1968), Peter Elbow(1980) and others. This perspective recognizes the influences of psychological, social, political, and economic factors on the development of literacy for individuals in specific situations in either L1 or L2. Literacy is not a static set of skills adults do or don't possess, but is a complex of multi-facted processes. Composition is as vital a part of literacy as reading.

Reading is a transactional process whereby a reader interacts with a written text in order to construct meaning. As Rosenblatt (1978) put it, the reader and text together create the poem. Meaning emerges through the complex interaction of the author's thought, experience, and language and the thought, experience, and language of the reader. Reading is a goal-directed process that occurs within a specific context; thus it is not only a psycholinguistic process, but also a sociolinguistic process. A specific text with its conventions, the individual reader's schemata and purposes for reading, the specific situational context, the demands made by the text and the context, the feedback that the reader gets from the text, and the possible feedback of others all play important roles and may vary in importance or emphasis.

Composing is not simply a skill or sequence of skills: rather, it is a personal and social process which enables people to shape themselves and their environment. Britton's (1978) theory of discourse asserts that a person's world view, understanding of self, purposes for writing, and sense of audience are all developed through interaction with others in specific social contexts, and are shaped by the feed- back and perspectives of other people within those contexts. Writers, both experienced and beginning, use writing to get a deeper and more adequate understanding of themselves and the world, but also use writing as a means of social interaction to communicate, express, and help create themselves and the world.

Moffet(1968, 1981) says that one does not learn to write by first mastering separate skills, such as spelling or punctuation, but by actually writing. Beginning writers, as much as experienced writers, should use writing to communicate, explore, learn, and create. Moffett's work is important for adult ESOL literacy because, like the work of Britton, it asserts that writing must begin with what is closest to the self. CONTINUED ON PAGE 8

CONTINUED FROM PAGE 7: EVALUATION THEORY

theory of teaching and learning

One's theory of teaching and learning ESL makes a difference, as does one's theory of adult education. A teacher who believes that knowledge is transmitted, rather than being socially constructed, has what Freire calls a "banking" approach to education, in which the teacher deposits--banks--knowledge into students. A program with a participatory approach clearly differs from a program using commercial "life-skill" materials that require students to practice artificial tasks.

The theory of teaching and learning underlying holistic evaluation is that knowledge is constructed, rather than transmitted. Applied to literacy, this means that reading and writing are not skills "given" to students by teachers or tutors; rather that students and teachers or tutors collaborate in the construction of knowledge about written language. Applied to adult ESL, it means that the adult students themselves must participate in developing the curriculum, in creating the materials, and in evaluating both the program and themselves (Malcolm Knowles (1980), Paulo Freire, and Elsa Auerbach (1989, 1990)).

An aspect of adult education and of evaluation that is frequently overlooked is gender: gender issues are seldom acknowledged, but they affect adult literacy programs. Recent research into both gender and class issues (Belenky, et al, 1986; Heilbrun, 1989; Horsman, 1990; Taylor and Dorsey-Gaines, 1989; Neilsen, 1989) has suggested strong interrelationships between the two, with a concomitant effect on the actual reading and writing of men and women.

CONTINUED ON THIS PAGE, NEXT COLUMN

QUALITATIVE MEASURES

The very nature of literacy dictates qualitative assessment. Some specific measures are the following:

- open and structured interviews with students, teachers, community members, and employers, both individually and in groups; such as
- Burke Interview Modified for Older Readers (BIMOR), which taps into an adult's often unarticulated view of the reading process;
- Writing Interview based on the BIMOR, which allows us to tap into students' perceptions of the writing process;

- structured observations of student-teacher interactions in classrooms, including such things as varieties of talk between and among students and teachers, types of questioning, and so on;

- videotape records of classroom lessons and interactions;

- Reading Miscue Inventory (Goodman, Watson, Burke, 1987), which allows analysis of reading strategies;

- Retrospective Miscue Analysis (Goodman and Marek, 1989) in which a reader discusses why s/he made certain miscues and subsequently uses this knowledge to control reading strategies;

- lists of reading materials and purposes, of reading both in and out of the classroom;

- analysis of student journals, logs, and class assignments;

- samples and analysis of students' writing outside of class, at home and/or on the job;

- member checks on initial findings and interpretations. Checking one's tentative conclusions and data with the students and staff.

All these require the informed cooperation of the students, and all rely on their assistance in each stage of the assessment.

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ADULT EDUCATION
NEWSLETTER
TESOL AE-IS
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

February 1992 ISSUE THEME: WORKPLACE LITERACY vol. XIX no. 1

TUCSON PROGRAM

Linda Hellman
Coordinator, Workplace Education Project
Pima County Adult Education Tucson, Arizona

Pima County Adult Education (PCAE) in Tucson, Arizona, began its Workplace Education Project in November, 1988, through funding from the U.S. Department of Education's National Workplace Literacy Partnership Grants. Since that time, PCAE's Workplace Education Project has trained workers at 14 worksites in ESOL, basic skills (reading, writing, math), GED preparation, and communication skills. These customized worksite classes have been provided at a variety of locations, including electronic and manufacturing companies, hotels, a nursing home, a hospital, a government agency, and the University of Arizona's Physical Resources Department.

Implementing programs at a number of worksites in a variety of industries is quite a challenge. With three years' experience behind us now, we have learned a lot about the unique characteristics of workplace education. A great deal of up-front time is needed to market the program to management, conduct a task analysis, design a program, recruit learners, and write curriculum and assessment. Workers are involved in many aspects of the program, including planning, development, recruitment, instruction, and peer support.

The Workplace Education Project focuses on meeting the needs of both the workers and the employer. We begin with what is called a task analysis. Workers and their supervisors are interviewed and observed on the job. All written and read job-related materials are collected. The task analysis is then used to determine what skills are needed for workers to do their jobs well.

In ESOL, as with most workplace education classes, the curriculum is customized to meet the specific needs of each individual worksite. We use a functionally-based approach that is organized by job tasks and includes problems and situations that simulate actual occurrences workers may experience on the job. Materials used at the workplace are also incorporated into the classroom instruction.

One of the most outstanding ESOL classes that the Workplace Education Project is presently providing is at Burr-Brown, a local electronics company. The learners decided to devote much of their

continued on page 3 TUCSON PROGRAM

PARTICIPATORY LEARNING: THE TEACHER AS STUDENT

by Marsha Chevalier
University of Delaware, Dept. of Educational Development

Participatory learning is quickly becoming one of the most popular approaches to workplace education (Soifer, Young, and Irwin, 1989).

Not only do learners respond well to this type of program but also teachers learn a great deal about their students and about themselves. Sometimes, these lessons even call for a radical restructuring of one's own assumptions and teaching philosophy. I would like to share with you my own experience in this regard.

Last year, I had the opportunity to work as an adjunct ESL teacher for a local community college. My duties included teaching an oral skills class of employees at a large local corporation. Since I was able to interview only a few of the students before the course began, I had to rely upon information supplied by my employer, by the students' employer, and by TESOL publications and other educational journals to develop my syllabus.

Initial Syllabus—and Reaction

Though I was limited in discretionary powers, I knew that I wanted the course to be as participatory as possible. So I decided to design a syllabus which would incorporate the issues, content matter, and skills which would be relevant to the learners' lives and which would contribute significantly to their vocational advancement: a) discussing cross-cultural issues, b) dialoguing on issues of job discrimination, the global economy, and social etiquette, and c) practice in oral presentations, conducting meetings, writing business letters, effective phone communication, using pronunciation tools, etc. I also decided, however, that the syllabus would be open to radical revision by the learners as soon as the course began.

Though the learners praised my syllabus at first, by the third week they had thrown it out in favor of their own learning priorities and interests. From that point on, we engaged in problem-posing sessions (Auerbach and Wallerstein, 1987; Freire, 1970; Wallerstein, 1983) to determine our activities for each week. At the time, it seemed to me that we were not accomplishing as much as we could with respect to my original goals for the course, but looking back

continued on page 4, PARTICIPATORY

BEST COPY AVAILABLE

Letter from the Chair
Sheila Acevedo

The AEIS program at TESOL '92 in Vancouver, B.C. promises some exciting explorations and discoveries, from the preconvention symposia beginning on Monday, March 2, through the next five days of workshops, demonstrations, and papers.

Workplace ESOL/literacy forms an important strand of the AEIS program, as it does of the Adult Education Interest Section. Workplace presentations begin with a preconvention symposium led by Anne Lomperis, and continue throughout the week with Workplace Literacy Projects, Implementing Vocational ESL, Workplace Education Training, and Curriculum and Materials in Workplace Education, among others.

A home base for AEIS members will be our Hospitality Booth, near the Publishers' Exhibit. This is a place for us to meet informally, pick up copies of the AEIS program guide, and leave handouts and messages for others. If your adult education group needs a place for a small, informal meeting, we will have a sign-up sheet there with available times listed.

The AEIS Steering Committee invites you to share your good ideas for the guidance of our IS. Come to the Open Meeting, Wednesday 5:00-7:00. We will elect leaders, vote on important TESOL resolutions, and discuss issues which affect all AEIS members. Consider serving on one of the AEIS committees:

- publications
- nominations
- convention (discussion sessions, Swap Shop, hospitality, food)

If you cannot attend the convention, but are interested in serving the profession by leading or serving on a committee, just write Sheila Acevedo.

Adult & Community Education
School Board of Palm Beach County
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Letter from the Associate Chair
Jessica Dilworth

In our Interest Section, the Associate Chair is responsible for two important aspects of the convention program: the academic session and the discussion sessions. Here's what Jessica has prepared for us at TESOL '92.

AEIS Academic Session Friday, March 6, 8:30-11:15am
Assessment in Learner-Directed Classrooms

Ross Barber	Janet Isserlis
Geoff Brindley	Loren McGrail
Glayol Ekbatani	Heide Spruck Wrigley
David Hemphill	

We will first hear an overview of the broader social and political contexts of assessment and find out why it is important to use assessment tools which are closely related to learners' goals and needs as addressed in the course, rather than proficiency tests or rating scales which are unrelated to what is being taught and whose validity is questionable. Each of the presenters will then facilitate a small group activity/discussion/presentation focusing on topics such as:

* What are the assessment needs in your program? What are the tools/ procedures that need to be developed in your program?
* Which alternative assessment procedures are adult education programs using successfully?
* Why use learner self-assessment tools and what do students need to know to self-assess?
* What are the multiple audiences of assessment? What combinations of assessment measures such as standardized tests, alternatiave assessments, and program-based evaluations will show learner progress and program success?
* What is action research? How can action research help you in developing assessment procedures with learners in your program?
* How can you assess the listening/speaking abilities of students with little educational background and low-level literacy in English?

AEIS Discussion Groups

Date/time	Topic	Discussion Leader
Wed. 7am	Participatory approaches	Loren McGrail
Wed. 7pm	Redefining literacy	Invergarry Learning Centre
Wed. 8pm	Workplace issues for the 90's	Anne Lomperis & Joyce Fowlkes-Campbell
Thurs 7am	Intergenerational programs	Jessica Dilworth, Sarah Hudelson, June Rousseau
Thurs 7am	Adult ed in Canada	Patricia Groves & Bill Day
Fri 7am	Whole language in adult ed.	Pat Rigg
Fri 7pm	Racism & newcomers	A Silverman & M.LeRoy
Sat 7am	Biliteracy	Jerry Strei & Sheila Acevedo

continued from page 1

TUCSON PROGRAM

attention to enhancing their reading and writing skills. Understanding specifications, describing work situations, understanding and describing benefits, and writing requests for set-ups are some examples of the work-related functions that are taught in the classroom.

Advisory committees are formed at each workplace to ensure that the classes are meeting the needs of the workers and the employer. Representatives from the classes, instructors, and the employer discuss the direction the classes are going and suggestions for improvement. Also, workers that attend classes are interviewed on an on-going basis so that the curriculum remains relevant, flexible, worker-centered, and participatory.

Instructors need extra time to met regularly with the advisory committee. They also have to stay abreast of the changing needs of the workplace. For example, at Burr-Brown, our instructors participated in the Manufacturing Orientation Training offered by the company to new employees which included: Introduction to Statistical Process Control (SPC), Introduction to Burr-Brown's Documentation, Environmental Control Requirements, and Electrostatic Damage (ESD).

Pre-tests are developed for assessment/screening that relate specifically to what will be taught in the class. Post-tests are administered at the end of each cycle to document improvement by comparing the results to the pre-test. All test results are confidential. In most cases, classes are offered twice a week, two hours each class session, within a cycle of approximately 10 to 15 weeks.

Workplace classes demand a great awareness of the company environment and a flexible approach. We have experienced times when an overriding need for productivity necessitated a temporary suspension of classes. At one location where we used the guest dining room for a classroom, there were many times that the class had to move to another room.

Enrollment in PCAE's Workplace Education Project is always voluntary. Many employers pay half release time for workers to attend class. At some worksites, full release time is given by the employer, while at a few, no release time is given. We have found that some release time from work to attend class makes the program more successful.

The goals of the program are to improve employee work-related skills and increase their opportunities for continued employment, career advancement, and further education and training. Since worker-centered learning deals with the needs of the whole person, the Workplace Education Project also strives to enrich workers' capabilities as individuals in society. Increased employee morale and self-esteem, fulfillment of personal goals, and a better quality of life for participants are other by-products of workplace education training. *continued in next column*

Editor's Column
Pat Rigg

The theme of this issue of the newsletter is workplace ESOL, workplace literacy. The topic elicited more submissions than any other them we've had: almost everybody wanted to publish a report on their program, it seemed. I have printed as many submissions as possible, and I thank all of the contributors, both those who see their work here and those who don't.

I have a question or two about workplace programs. First, I understand that many companies, both giant firms like GE and tiny businesses with only a dozen employees, as a matter of good business practice routinely offer some sort of educational programs for some of their staff. Managers at the upper and middle levels routinely receive training in the new computers and computer programs, in new communicative and accounting systems, and in writing, public speaking, and selling techniques. Such training is paid for by the company and is on company time, although the setting may be a plush resort rather than a company conference room. These are not called *Workplace Programs.* They have various names, such as *Staff Development* or *Effective Communicating* or something similar. I don't know what percent of a company's annual budget is spent on in-house education, but I suspect it is at least two-digits.

You can see my question coming. Why don't the workers receive the same educational benefits as the managers? Why are ESOL speakers expected to pay out of their pockets or out of their own time for courses that will develop them as members of the staff, or that will help them communicate more effectively? I did not receive any articles addressing this question, but I believe it is one that deserves our attention.

My second question is related. How can we—the professionals in ESOL in Adult Education—help set the funding priorities of our governments? The current emphasis on workplace programs is a result in the USA and in Canada of new funding for such programs. We saw a similar flurry of programs, articles, and presentations at conferences on Family Literacy a couple of years ago, when the U.S. government was funding such programs. Now Intergenerational Literacy seems to have replaced Family Literacy, again in response to government definitions of fundable programs. I think we need funded programs at worksites, across generations, etc. I also think it's time the decisions were made with the help of professionals, not just by politicians.

While workplace education differs from the way ESOL instruction is delivered in other environments, the rewards are not so very different at all. Watching a class get involved and excited about learning brings the same kind of satisfaction. The instructor of the ESOL class at Burr-Brown, who has taught in many different types of ESOL classes, recently said, "This class is so great. It's the reason I went into teaching ESOL."

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WHERE IS THIS NEWSLETTER GOING?

Pat Rigg, Editor

An International Perspective?

I just received some numbers from TESOL Central Office, indicating that AEIS membership—both primary and secondary—is about 4,800. Fewer than 800 members live outside the USA. This partly explains why the themes address issues of more interest to members in the USA than to other members in other nations. TESOL is trying to take an international perspective, and as editor of this newsletter, I support that attempt. To those readers who do not live in the USA, this is a special invitation to write me with your ideas fornewsletter themes and to submit articles.

Please Send Copy

To all readers, I repeat the invitation: what are the issues you want explored in this newsletter? For this newsletter to be responsive to you, you have to contribute. Send me your ideas, your articles (any length; I can always cut), your reviews of new materials, your descriptions of your favorite techniques, and your stories of success. Please. This is our newsletter, not mine; your input is vital. (If you have a Macintosh, please send disks using MacWrite, MS Word, or MS Works; otherwise, please type.)

Other TESOL Publications

I am also interested in finding out how you rank this newsletter, especially as compared to other TESOL publications, such as *TESOL Matters, TESOL Journal, TESOL Quarterly.* What sorts of articles do you want to see in each? Let me know.

Please submit your good articles to these other TESOL publications also; the *TESOL Journal* especially is eager to publish new authors and offers editorial assistance.

PARTICIPATORY, *continued from page 1*

on that time, I can see that the learners' oral skills were gradually improving and that I was learning to rethink the various inappropriate assumptions that I had brought with me to the course:

Assumptions & Corrective Experiences

Assumption #1: Since ESL workplace students have often experienced job discrimination because of their different ways of speaking and thinking, they are therefore primarily interested in work-related issues and workplace skills.

Experience: Although each of my learners had experienced disappointments in their careers due to their limited English proficiency, they were primarily interested in talking about social etiquette, movies, politics, art, and American literature.

Assumption #2: ESL learners in workplace programs are mostly blue collar workers in need of liberating education.

Experience: My ESL learners were middle-management professionals and, amazingly, were not apparently concerned with issues of job security, health benefits, unionizing, etc.

Assumption #3: ESL learners want and need to talk about cross-cultural issues and shared experiences of differences.

Experience: These learners were tired of cross-cultural discussions. They wanted to conform to the status quo (while keeping their own cultures in their hearts and in their homes). They especially wanted to be "in on" colloquial expressions. And they wanted, almost desperately, to learn the background knowledge necessary to grasp the subtle innuendos, sarcasms, and allusions in corporate magazines and daily newspapers.

Assumption #4: Adult ESL learners should be entirely in charge of their own learning experience. They should be free to do assignments or not as their busy schedules permit.

Experience: My learners wanted teacher direction and homework deadlines —though, unfortunately, I only discovered the magnitude of this need from the students' end-of-the-semester course evaluations.

Obviously, none of these assumptions is *a priori* incorrect: each of them may be valid depending on the context of instruction. Therefore, each of us needs to be ready to radically revise our instructional strategies when confronting a new context. Each teacher should be ready to be a friend, facilitator, and task-master for the students—diametrically opposed as these roles may seem at first. Above all, we can all enjoy the rich opportunity for growth which the workplace environment can offer.

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ETHNOGRAPHIC ANALYSIS: AN APPROACH TO CURRICULUM DEVELOPMENT

Suzanne M. Griffin
Adult Basic Education Programs
Washington State Board for Community and Technical Colleges

Retention of jobs and advancement to higher level positions depends, to a great degree, on workers' ability to communicate effectively in the workplace. They must know the correct vocabulary, the appropriate speech registers, the goals of their supervisors and co-workers, the nonverbal behavior patterns and the social rules of interaction for all the participants and various settings in their work situations. Experienced workplace instructors know that they must use methods and materials in their instruction which foster this sociolinguistic competence in the workplace. But virtually no workplace materials treat the sociolinguistic aspects of communication in the work setting.

Ethnographic field techniques used by anthropologists in collecting data about social groups offer guidance to workplace instructors who wish to develop their own materials for classroom use. Such techniques can also be used to analyze audio taped and video taped communication situations which are available from ESL publishers and the producers of Vocational Education instructional materials. Being engaged in the ethnographic process is as important to understanding the speech community as having access to the products of the investigation.

A number of sociolinguistic and anthropological texts offer formulas for carrying out ethnographic investigations, as well as samples of complete studies. For me, the most useful texts are the following:

Dwight Bolinger's Language—The Loaded Weapon (1980) deals with the power that is involved in being able to manipulate language to achieve one's goals. He offers many instances of the importance of knowing how language is used by groups in our society. This book is a good background book, but does not offer guidance on conducting ethnographic investigations. The best comprehensive text on the subject is Muriel Saville-Troike's The Ethnography of Communication (1982). James Spradley covers the two important components of the data collected in ethnographic studies in his texts The Ethnographic Interview (1979) and Participant Observation (1980). Both texts include some of Spradley's famous ethnographic studies of subgroups in American culture. The studies are rich and detailed; they provide interesting reading and excellent models for the novice ethnographer.

The materials that result from ethnographic data gathering offer a more comprehensive and therefore more accurate picture of communication in the workplace than a literacy audit approach. The instructional materials will be more meaningful to students/ employees than either "off the shelf" commercial materials or documents obtained in a literacy audit because they give a more

continued in next column

ETHNOGRAPHIC, continued from previous column

accurate picture of work situations they encounter. Ethnographic materials also lead employees/students to an understanding of the rationale or motivation for written documents in their workplace (i.e., directives, messages, and written procedures). Finally, if students have participated in the data gathering, they will have ownership in the instructional materials used in their workplace classes. They are essentially the co-authors of their own instructional materials.

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Spradley, J. (1980). Participant observation. New York: Holt, Rinehart & Winston.

The Secretary's Commission on Achieving Necessary Skills (1991). What Work Requires of Schools: A SCANS Report for America 2000. Washington, D.C.: United States Department of Labor.

Instructional materials that focus on sociolinguistic interaction in the workplace

Dresner, J., Beck, C. M., & Custer, L. (1979). It's up to you. New York: Longman.

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A version of this paper was presented at the American Association for Adult and Continuing Education 40th Annual Conference, Oct. 15-18, 1991, in Montreal, Quebec.

Workplace literacy: We are the learners

Inaam Mansoor
Arlington Education & Employment Program
Arlington, VA

As I finished writing a speech that I was preparing for an audience of businessmen, educators and Chamber of Commerce personnel, I couldn't help but think, "What have I become? I thought I was an ESL professional, and now I'm talking about the rules of the "new economy" and how they affect workers. I'm spouting statistics about disaster in our labor force. I'm talking about the changes that are taking place in our workplaces in terms both of technology and of demands on our workers. I'm quoting economists, statisticians, and social researchers! I'm planning programs in coordination with Chambers of Commerce, trade associations, private industry councils, individual businesses, the learners, and of course, ESL specialists.

That is the essence of workplace programming: customizing programs to the needs of learners in their roles as workers in cooperation and coordination with their worksites. In designing and implementing a workplace program, educators are using many new skills that they may already have or may need to acquiare. These skills include research procedures, salesmanship, marketing, negotiation, problem solving, collaboration, strategic planning, skills analysis, curriculum development for specific purposes, program evaluaiton, etc. etc. Workplace educators also have to possess traits which will enable them to work in non-traditional settings, such as cocktail lounges, mobile vans, laundry areas, hotel guest rooms, elegant boardrooms, employee cafeterias, etc. And we have to create most of our materials ourselves.

Workplace literacy program—who are the learners? Maybe we educators should be taking pre-tests and post-tests as well!

Recent ERIC releases

ERIC Digest publications from ERIC/NCLE, available from CAL, 1118 22nd St. NW, Washington, DC 20037 USA or call 1-800-443-3742 (USA). Single copies free.

"A learner-centered worked education program" by Gary Pharness is an excellent, very brief description of both philosophy and program. Ask for EDO-LE-91-08.

"Workplace literacy programs for nonnative English speakers" by Janet Isserlis is another fine, brief description of what questions need to be addressed in establishing and implementing a program. EDO-LE-91-06.

Available and free from the ERIC Clearinghouse on Adult, Career, and Vocational Education are a variety of publications dealing with adult literacy, adult education, and workplace literacy. To get on the mailing list, write Judy Wagner, ERIC/ACVE, 1900 Kenny Road, Columbus, OH, 43210-1090 USA.

A Workplace—Community College Program

Dorothy Solé
University College, a satellite 2-year college associated with the University of Cincinnati

The company for which I teach employs a number of very talented and creative foreign engineers. They are unsurpassed technical problem solvers, but they have difficulty explaining their work to anyone except those who are directly involved in their projects. Eventually this becomes a source of frustration to all parties involved: the engineers, their immediate superiors and upper management. As a result the company, which has in place an after-hours training program with a selection of courses to rival a small college, offers its foreign employees three courses especially designed to their needs.

THREE COURSES

The first in the series is a very advanced ESL course which emphasizes pronunciation and oral presentation skills. Foreign professionals usually blame oral communication problems on their accents, but quite often the problem is more complex. Therefore we approach the problem by attention to such elements as body language, eye contact, speed of speech, etc.

The second course is a writing workshop, which is designed to help both foreigners and native speakers who are uncomfortable about writing. The course is modelled on collaborative writing workshops described in the literature (Elbow,1973), and students work together to get their ideas on paper. The only texts used are a dictionary and a thesaurus. We draft, discuss, revise, and finally publish. Last year we compiled the best selections and sent members of the class a small publication of class writing.

The third course, Introduction to Professional Writing, is also offered for both native and non-native speakers. Again we use a collaborative approach, and focus on actually writing rather than on studying about writing. Our reference work is Brusaw, Alred, and Oliu (1982) Business Writer's Handbook, 2nd ed. (St. Martin's Press).

RESULTS

Student satisfaction as rated by the company evaluation forms has been highest for the first and third courses, where immediate application to workplace needs has been most apparent.

This is the second year we are offering the series, which is paid for by the company. Apparently both students and managers see these courses as helpful in improving communication within the company.

Workplace Evaluation: Measuring the Immeasurable

Marcia L. Taylor
JobLink 2000
East Chicago, Indiana

Evaluation has always been and continues to be a stickler for adult educators. Workplace programs are no exception, since the business world demands accountability. What are the returns on the investment in training? How much time will it take? And how can we measure progress?

Rather than suggesting a way through the maze of tests we all use, yet seem to dislike, I'd like to relate something that I feel is more valuable to me as a teacher than all of the testing information I could possibly compile—student testimonies. Students' comments on their progress reveal results not measurable by tests, often yielding unexpected "outcomes."

BACKGROUND

I work at a learning center at a steel mill located in northwest Indiana. The workforce here has been trimmed considerably and downsizing continues. Although the company was once a bastion of good jobs and lifelong security, many steel workers now feel their futures are on the line.

The atmosphere in the plant is often tough and uncompromising. Non-native speakers of English, many of whom have worked here 20 years or more, often feel discriminated against and powerless. For the most part, they understand English well and can communicate, but often lack confidence in themselves and accuracy in grammar.

Most of my students come from Mexico, although some were born here, children of migrant workers, with little or no educational background. They come voluntarily to class, with no external rewards; this is not a work-release program.

STUDENT TESTIMONIES

These testimonies and anecdotes come from students who began with very low-level skills, and little classroom experience.

Gregorio caught me off-guard when he told me, "I'm saving money by coming to class." He had a weekly amount worked out. I didn't understand. "I come here instead of going to the tavern for some beers after work. I did that for 22 years. And I don't miss it." This was a side-benefit of education I hadn't imagined. A few beers after a tough shift is a tradition in this region, a tradition Gregorio sacrificed for the sake of learning.

continued in next column, MEASURING

MEASURING, continued from previous column

Jesus achieved his job of machinist assistant not through book-learning, but with hard work and a natural intelligence. As we laboriously struggled with completing the most basic of forms, or worked on simple subtraction, he kept reminding me that he had never been to school, had never been taught. Diligence and hard work paid off in the progress he has made.

"You know, now the guys at work tell me I talk all the time. 'Is that what you learn at school?' they ask me. Now I can say more and I tell them when something is wrong. I tell them when they are not fair to me. Now I can defend myself."

This is powerful. I ask myself what more can I want my students to take away from class than this, the power to defend themselves.

David came to classes as though there was a race to be run, an appointment to make, a fire on his tail. Although his fluency in English was excellent, his reading comprehension was very low. He told me so. So did the tests. The tests now tell me that he has made great progress. And so does David.

"I'm going to keep at this," he tells me. "I want to help my son more. And I can now. And you know what? I played Pictionary with my friends. I couldn't believe it. They thought I had good ones! And you know, they tell me I've calmed down. I just take my time more."

Albert resembles a big teddy bear, with large slow black eyes. His tough childhood ended with the death of his mother and his placement in a boys' home. Years later he learned to drive work vehicles in a prison program. He is still an enigma to me. This man has developed inventions, but had never learned to read. After many tries, hits, and misses, we found a way for Albert to conquer reading. As he read a paragraph I wrote for him on the board, he said with his eyes glistening, "So this is reading. I've got goose bumps. I never did that before."

Later Albert told me that before he started coming to an adult program, he solved his problems with his fist. "Now this learning stuff has calmed me down. I don't let no one do anything to me, but now I just talk to 'em. I tell 'em not to mess with me. And they respect me. The guys on the crew want me to be a [union] griever. But I got to learn to write more first."

SELF-ESTEEM CRUCIAL

Self-esteem is crucial to learning and all our social endeavors. But we don't test it. We don't measure it to make us accountable to the sources that fund us. And yet we know it is possibly the most important "skill" we can help our students develop.

All of the comments that students make regarding their learning are important, whether positive or negative. These comments are the nutrients of my teaching. I know I'm not alone. We all hear these comments from our students. We are effective when we touch our students' lives in these ways. But the TABE and the CASAS and the TEPL will never tell us that. Openness and trust will.

Vancouver Municipal Workplace Language Program

Gary Pharness

Pharness describes a program grounded in a clearly articulated philosophy of language development which recognizes and values the social nature of language and literacy. His program is also unusual in its long-term commitment, its staff selection, and its assessment procedures.

The City of Vancouver employs members of 35 diverse ethnic populations, each with its own language, each with a wide range of literacy in both home languages and in English. The Vancouver Municipal Workplace Language Program addresses language limitations perceived by these employees.

Long-term

Long-term commitment on the part of both employer and union is vital. Many workplace programs, perhaps even most, are "sold" on the basis of short-term improvements, sometimes as short as six or eight weeks. We ask for a commitment of at least five years from administrators, and the kinds of returns we talk about are increased self-esteem and improved communication both at work and in the community.

Staff selection— Connectedness

The most important quality required in a prospective teacher is connectedness. Paternalistic, controlling, rescuing, aloof and mission-oriented people are excluded from participating in the program as paid workers, volunteers, or observers. Connectedness is a cumulative perspective gained through the questioning of one's own values as well as reflecting on one's own literacy. Teachers who fail to connect to learners set in motion a series of events that negatively affect the entire course.

Program in action

Initial interviews with prospective students and teachers are used to establish trust as well as to exchange ideas, feelings, and information. One important bit of information so gained was the discovery that invariably the workers relied on memorization as their only strategy for taking messages and for learning safety rules, learning which materials are hazardous, and so on. Employees identify their own reading, writing, speaking, and listening needs. They often express a strong desire to make themselves more articulate in both oral and written English.

We use the worksite classroom to practice the specific conventions they have identified as causing problems and to talk about and write about larger concerns. We write and we talk about our writing in small groups; that is our primary activity. We write (teachers too) about whatever we want; we write about our goals, about decisions we need to make, about our immediate and long-range plans, about our changing views of language and literacy. Words at Work is our in-house publication of workers' writing.

Assessment

To understand and interpret learner progress, the program uses self-assessment, direct observation by teachers, document analysis, portfolio assessment, and informal inventories of reading, writing, and conversation. One worker wrote: "I'm realizing that there is more to this program ... It is a program of helping each other understand each other. I've met many new friends from different cultures, and we've helped each other out in many ways ... we have a common goal—to expand our own world around us and... to express our thoughts by our words and our writings ..."

For further information, contact Gary Pharness at
The Hastings Institute Workplace Language Program, City of Vancouver, 453 West 12th Ave., Vancouver, B.C.
Canada V5Y 1V4.

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ADULT EDUCATION
NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

September 1992 THEME: PUBLISHING STUDENT WORK vol. xix, no. 2

EXPRESSIONS

Barbara Daley
Bellevue Area College
Belleville, IL

Expressions is a publication of adult students' writings, stories, poems, and drawings, and is a cooperative effort of five adult education programs in southwestern Illinois which serve a large, diverse area. During the 1991-92 school year, six issues of the magazine were distributed to more than 1,000 adult learners enrolled in literacy, reading, GED, English as a second language, and vocational programs.

Finding inspiration

Several years ago, I began to notice benefits from publishing students' writings. No matter how informal the publication, students took a little more time, a little more trouble, and a little more pride when they knew they could share their works with other students. They responded to each other's writing with warmth and sincerity; they valued the positive comments of peers. Students even took their writings home to work on them. Sometimes I collected and word-processed our writings on a single topic, then made copies for each class member. Students really enjoyed seeing their own writing in print!

The idea of expanding—broadening both the community of writers and the audience—had occurred to me, but without shape or form. Fortunately, a model was waiting for me at the first Whole Language Umbrella conference in St. Louis in August, 1990. At a presentation by Pat Rigg and Ann Marek, "Filling the Gaps: Promising Practices in Adult Literacy," I first saw Voices, a magazine for new writers and new readers published by the Lower Mainland Society for Literacy and Employment, Surrey, B.C., Canada. The presentation confirmed my awareness that publishing could be an important adjunct to literacy development, and Voices demonstrated that the words of students needed no adornment, explanation, or comment to be effective.

Getting started

With a copy of Voices in hand, I found it easy to spread enthusiasm among our program's directors for our own student

continued on page 4, EXPRESSIONS

Never Too Old to Learn

Kathie Leroux
#107 - 153 Powell St
Vancouver B.C. V6A 3Z1

Hav ing taught for twenty years in mainstream institutions, I finally decided that it was time to leave, take a risk, seek alternatives, and look for a place that would challenge me and teach me what I needed to know in that next step in my teaching journey. I landed up at Carnegie Community Centre in Vancouver's downtown eastside, one of the poorest areas in the city. There, on the third floor, was the learning centre, a place that hustled and bustled with a variety of learning situations: upgrading, literacy programs, tutor-training, academic and language courses, whatever the community needed. Given the centre's close location to Chinatown, and given the long waiting list in colleges, the need of Asian students to learn English soon created a new demand for the centre's courses in ESL.

As I looked around the room and began to know my students, I realized that I was in a rare setting, in that the average age of my new ESL class was 72 years old! So many of our topics centered around the issues that were relevant to that wise group of elders: retirement, grandchildren, health and pensions.

One of the few resources that kept appearing at the centre was Voices magazine, which is produced at Invergarry Learning Centre in Surrey (a suburb of Vancouver). At first I thought that it was a publication only for literacy students, but in my growing desperation for reading materials, I decided to try using it with my senior students.

We began reading it together, but I soon discovered that some of the students were flipping ahead, and not too interested in my reading to them. So I realized that I was appropriate as an introduction to the magazine, but I had to try something different. What seemed to work most effectively was to divide the students into small groups and have them "discover" the magazine and stories themselves. The task: browse through the magazine, read a couple of stories, select the one that you like the most, share the story with your group, tell them why you like it, and make a list of words or expressions that you don't uderstand. Most times this process would take two or three classes, but what happened in that time was absolutely exciting.

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LETTER FROM ASSOCIATE CHAIR

Loren McGrail
SABES/ World Education
210 Lincoln St. Boston, MA 02111

Dear colleagues:

Thank you for your confidence and support in electing me as your associate chair. I have been fortunate to attend and present at many TESOL conferences over the past few years. Most of my TESOL presentations or workshops have focused on participatory approaches to adult ESOL in its many forms and contexts, from workplace to family literacy to alternative forms of assessment. I hope that by the time this newsletter reaches you, Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL which I co-authored with some Massachusetts colleagues will be out, and you can read about the participatory process in action.

Background

I am a veteran ESOL teacher with over 10 years of teaching experience, including teaching EFL in Spain and France, and teacher–training at Pilgrim's Language Courses in Canterbury, England (home of Recipes for Tired Teachers). Upon returning to the USA, I saw two choices for staying in ESOL: I could work the college circuit and slowly climb the ladder to full–time work, or I could work in adult education in community based programs. I chose the latter, even though it has often been a bumpy and sometimes difficult road to travel with little financial security or stability. What has kept me going is the love of the work (teaching; learning; the relationship of teaching to learning and learning to teaching) and the people in it, both students and practitioners.

Present Position

Currently I am the "literacy" or "program specialist" for the Massachusetts System for Adult Basic Education Support (SABES) at World Education in Boston, Mass. My job is to provide technical assistance to any and all practitioners in adult basic education throughout the state. Because Massachusetts has a sizable immigrant and refugee population, a lot of my technical assistance is to ESOL providers. I do everything from workshops on *how to administer the BEST test to welfare students* to *how to start a learner-generated magazine*, from mini-courses on process writing to study circles on learner-centered approaches to assessment. I also provide technical assistance and support for staff development projects such as *how to start a photography project with learners* and *redoing initial in–take interviews to include information about learner goals and interests*.

In addition to providing technical assistance at the individual and program level, I edit a journal on learner-centered

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ASSOCIATE CHAIR 'S LETTER

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ASSOCIATE CHAIR'S LETTER

approaches to assessment and evaluation called Adventures in Assessment. The journal is a compilation of articles written by practitioners (teachers as researchers) in adult literacy both in and out of this state, and includes various experiments in participatory or learner–centered approaches to assessment. SABES hopes that the journal will provide an on–going guide, a resource by and for practitioners to select and adapt tools for their own contexts.

By the time this newsletter comes out, the SABES–sponsored Learner Generated Materials Summer Institute will have taken place, a drawing together of learners and teachers to focus on writing–composing, sharing, and responding to each other's work.

Plans

I look forward with great pleasure to working with Jessica Dilworth to make TESOL 1993 in Atlanta a memorable experience for AEIS , and I welcome suggestions for topics for discussion groups. If you know people who would like to lead a discussion group, or if you would like to lead one, please don't hesitate to write or call me at (617) 482-9485.

In This Issue

The theme of this issue is Publishing Student Work.

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Next Issue's Theme:
ESOL across Generations
Call for Papers

Please send descriptions of your good programs, reviews of materials, questions, comments, complaints, and compliments to me by Nov. 1, 1992. If you use a Macintosh, send a disk with MS Word or MacWrite. Please type all material double-space. Thanks.

Pat Rigg, Editor
1303 N Walnut
Tucson, AZ 85712 USA

LETTER FROM CHAIR

Jessica Dilworth
Liberty Adult Learning Center
5101 South Liberty St.
Tucson, AZ 85714 USA
(602) 741-0083

It didn't take me long to decide that I was interested in running for the two-year commitment to the Adult Education Interest Section, first as Associate Chair, and then Chair, although I hadn't really paid attention enough to know what the job would be like beforehand. Now that I'm in the middle of it, I realize it's no different from any other role played professionally and personally. It's what you make it. The major responsibilities revolve around organizing the yearly conferences, but I also receive calls and letters from people who have questions about and interests in adult education and need answers or direction. And of course, I'm assured a column in the newsletter.

NEWS FROM TESOL '92

At TESOL's Legislative Assembly in Vancouver, we as an organization proudly passed the AIDS Resolution, which encourages teachers to confront this most pertinent health and social policy issue of our times with their colleagues and students. Check locally for speakers to bring into your classes and staff meetings to facilitate discussions. For a copy of the resolution, contact TESOL Central (703) 836-0774, 1600 Cameron, suite 300, Alexandria ,VA 2234- 2751 USA.

NOMINATIONS SOUGHT

I'd like to use the newsletter forum for nominating next year's Adult Ed Associate Chair and members for the TESOL Executive Board and TESOL Nominating Committee. This will give everyone time to think about their nominations, will give members who cannot attend the conference a chance to vote, and will also give us more time at our Adult Ed Open Meeting to talk about ideas and visions rather than taking time to nominate and vote. However, the Nominees must attend the conference, as to be official, we still must accept the slate at that time. **Send in your nominations now to me.** Include the nominee's name, address, phone, and a brief qualifying statement. If possible, include a note from the nominee agreeing to service if elected. We will publish a ballot in the next newsletter and hope that everyone will vote. If you want information about the roles of Associate Chair, Executive Board or Nominating Committee member, please call for more information. Deadline: 1 December 1992.

PARTICIPATE IN THE CONFERENCE

The 1993 conference theme of "Designing Our World", is going to be symbolized by a quilt which will be displayed at the conference and then in the TESOL Central Office. Have your staff or students create a 12" quilt square to be included. (Use 13" paper square as a guide and leave 1/2" seam allowance on all sides.) Send the square by September 15 to

Jude Lupinetti.
Biloxi Public Schools
160 St. Peters Avenue
Biloxi, MS 39530.

If you would like more specific instructions, call and I can send them to you.

Another way to participate in the conference is through our Hospitality Booth. We're looking for items to display such as students' work, classroom materials, or local newsletters. Have you or your students created some materials you'd like other teachers to know about? Bring a sample and some ordering forms. Perhaps some of your students would like to write stories or letters to give away for the price of a return letter or story. We can use the conference Hospitality Booth as a way to help our students network and find writing buddies. If you have an idea and would like to discuss it, call or write. Let's make our Hospitality Booth a hub of excitement at next year's conference!

GUIDELINES & STANDARDS for ESL Programs for Adults

Suzanne Leibman invites your comments on what standards we should have for ESL Programs for adult ESOL students. What should the program structure be like; ie, what standards should we have for the adminstration, the instructional staff, the support staff, and the volunteers? What standards should apply to program curriculum and to program environment? Please send your ideas to

Suzanne Leibman
College of Lake County
ACEES
19351 W Washington
Grayslake, IL 60030 USA
or call (708) 223-6601 x451

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EXPRESSIONS

magazine. At our inservices before the start of the 90-91 school year, the idea was discussed with and warmly received by teachers and aides. Our program could provide a student worker to prepare photo-ready copy from the students' manuscripts. The print shop and graphics department would help us arrange and assemble our magazine and provide copies for each student. Our program could cover the expense of printing copies.

By the end of August we had decided to proceed with a trial issue. Someone suggested a name for our trial publication—Our Book. We asked teachers to explain our ideas and to invite their students to submit writings and drawings. We asked for personal writing—a story, a description, a recollection, a poem, an observation—of any sort, of any length. Flyers soliciting students' work were given to teachers

One guiding principle was to welcome students' writing without criticism. Our program accepts struggles with usage, spelling, and mechanics as developmentally necessary; writing teachers respond to content and ideas. For the magazine, we asked teachers to minimize the importance of convention. On the information sheets which students attach to their submissions, we asked, "Would you like us to make sure that your spelling and grammar are correct?" Almost every student answered, "yes." We wanted to assure students that their works would appear in print without embarrassing errors, and at the same time suggest that error correction is part of the editing process rather than the composing process. Teachers were asked **not** to revise or correct students' work when they received it.

Selecting students' works

We weren't sure what to expect, but we didn't think having **too many** submissions would be a problem. After four weeks, we had received 22 writings and drawings. One poem seemed much too polished: the meter was sophisticated and precise. I contacted the student's teacher, who agreed that the poem was probably not the student's original work. So we returned the poem to the student with a note explaining that because it sounded so much like another poem that someone else had already written, we hoped the student would submit another writing. But the other 21 submissions were just what we had hoped for: personal expressive writing, and the first issue was put together and printed.

After this first edition of Our Book, submissions began to appear at a steady rate. Seeing an issue provided a model and encouraged other students to write or draw. Also, students—like all authors—drew upon the topics, ideas, and designs of other student authors. A story about a childhood experience would be followed by other authors' recollections from childhood. We planned four more editions for the 1990-91 school year and increased that to six editions of Expressions for the 1991-92 school

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EXPRESSIONS

year. Each month we receive 40 to 75 student writings and drawings. This amount is just right—enough to put together a publication, but not too many to necessitate elimination of any. If in the future we were to receive far too many submissions, my first choice would be to ask a group of students to serve as an editorial board, choosing submissions for the upcoming issue.

Unoriginal work continues to be submitted, usually in the form of poetry, about one or two pieces each month. Each submission is handled after a conversation with the student's teacher, who often suggests a way of inviting a different piece of work. I view these unoriginal submissions as students' lack of confidence in their own work. Often students have unrealistic ideas of how good their writing should be. In my classes I ask if anyone in the class is a professional writer; that is, does anyone write all day and get paid for it? I describe my expectations of students' writings. I write along with my students and share my work with them. Often they are not too impressed with what I have written. They may like someone else's comments or ideas much better. What they like to read is offered as "good writing;" I try to imply that good writing is more about content than mechanical correctness.

Editing students' works

Copy-editing policies, based on my experiences in publishing student work, came easily; these policies have remained essentially the same throughout five editions of Our Book and this year's Expressions. The rationale behind copy-editing is to change the students' writings as little as possible, but to present finished work which models standard American English spelling, usage, and end punctuation. Most every submission needs a word or two respelled, and subject/verb agreement errors occur frequently. Often a student has trouble with tense, shifting between past and present, especially in narrative writings. Sentence structure is another common problem. Comma splices or short run-on sentences are left alone, as are effective sentence fragments. But groups of words which do not complete an idea are changed, if at all possible by deleting. Deletion is always the copy-editing technique of choice, for it least changes the words of students.

About the Author/About the Artist blurb

Beyond accepting what students have submitted, our magazine wishes to applaud and celebrate the authors and artists. Attention is paid to the look and layout of each writing. When an author has taken pains to center lines of poetry on a piece of loose-leaf paper, we try to match the author's pattern. Following the writing, a blurb describes the author in two or three sentences. When students submit their work, they are asked to fill out a form which requests their name, address, permission to publish their work, approval to make corrections, and a few sentences about

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EXPRESSIONS

themselves and their work. The blurb is based on whatever students have chosen to share, though students who are familiar with the magazine often go ahead and write their own **About the Author** description after their writing. For drawings, which are each accorded a full page, information **About the Artist** is included on a separate page in the front of the magazine after the Table of Contents.

Expanding from Our Book to Expressions

Our Book was a big hit with students and teachers during the 1990-91 school year. Everyone enjoyed reading the stories, and many students submitted another writing or drawing for the next issue. Copies were sent to our community college library and were included on the shelves with other periodicals. The publication was providing an audience for adult writers and artists, as well as producing appropriate, high interest reading material for the students.

Our program director suggested expanding to include neighboring adult education programs. Copies of Our Book were sent to the programs. Would they like to be included next year? Each program responded enthusiastically. Next, a proposal requesting funds was prepared, and in August 1991, almost exactly one year from the date of the WL Umbrella conference, we were notified that we would be funded for the coming year. Our grant pays for two large items—printing costs and a student worker. The cost of each issue changes with the length and choice of cover stock; this year the average cost per copy has been $1.35.

Coordination with other programs has been smooth and fun. We asked our new partners to designate a contact person for their program and in mid-August we all met. With one year's experience behind us, we could reasonably outline editorial policies and a publication schedule, and could provide these in written form for all teachers in all programs. Our meeting gave us a new name, Expressions, and the idea to feature a student's drawing as the cover of each issue. Distribution of copies was arranged. Ideas, suggestions, and concerns are informally communicated among programs.

Evaluating our impact

By many outward signs, our student magazine is a success. Students write and draw with purpose, choose their topics and forms of expression, develop and practice writing skills. They choose what they want to read. They enjoy seeing their work and others' in print, and they see themselves as members of a large community of adult learners.

REVIEWS

Joy Kreeft Peyton and Jana Staton, eds. 1991. Writing our lives: Reflections on dialogue journal writing with adults learning English. NCLE/ERIC/CAL & Prentice Hall.

This collection of fifteen short articles by practitioners in adult ESOL education is both a good introduction to using dialog journals and a good reference for the experienced. For newcomers to dialog journals, this slim volume gives practical advice on how to start and continuewriting back and forth with students , even with newly literate ones. For old-timers who perhaps have not explored some of the alternate techniques or considered the theoretical foundation for dialog journals, this volume offers a refreshing chance to rethink how and why we make written communication with our students a integral part of every class.

Don Sawyer and Art Napoleon. 1991. Native English curriculum guidelines: A resource book for adult educators. Native Adult Education Resource Centre. Copies available from Provincial Curriculum Publications, Marketing Dept, Open Learning Agency, Box 94000, Richmond, B.C. Canada V6Y 2A2.

Although this volume is directed at teachers working with adults whose ancestors lived in Canada long before any Europeans arrived, much of it is useful for any teacher of adult ESOL students who wants to implement a whole language philosophy with theme units.

In the first third of the book—Curriculum Rationale—the authors lay out their theoretical position, and make some general statements about their approach to writing and to using literature. They then describe several holistic strategies that are appropriate for adults. These include dialog journals, brainstorming and a native version—talking circle, webbing, pair interviewing, personal collages, and other collaborative techniques that foster both conversation and self-esteem. Sawyer and Napoleon are careful to credit the sources of these strategies.

The second two-thirds of the book has five thematic units: Personal Development, Individual and Society, Land Claims, Self-Government, and Community Development. Clearly, these themes come directly from the adult students: their concerns are placed in a socio-political context that expands from the individual to the community. It is equally clear that not all of these themes will be appropriate for all adult classes; however, teachers who are trying to see how to set up thematic units with their students can get some good ideas from these. Each unit uses authentic and relevant written materials, from government documents to Canadian literature, such as The Rez Sisters, The Ecstasy of Rita Joe, Tom Wayman's collections of poems about work, Paperwork and Going Out for Coffee. Also, classes interested in addressing big issues such as race and gender will find many suggestions here for techniques that support both oral and written language development at the same time that they engage one's cognitive and moral faculties.

continued from page 1

NEVER TOO OLD

I'm a great believer in noise in a classroom, and the noise was just buzzing—buzzing with conversation and discussion, buzzing with interpretations of vocabulary or definitions, and buzzing with a keenness to hear someone else's story.

From reading to writing

With the realization that the writers of those stories were people like themselves, with the photographs and tiny blurbs on the writers at the end of the story, with the "beginnings" and "transition" stories, they soon became eager to write their own stories. And so they did— they began by writing about their own lives.

Shao Lin, 82, was a fighter pilot in Shangai, and so he was able to teach us about the war.

Bill had been a sea captain and travelled all over the world, so he taught us about all the ports and places he'd been, from Australia to India and South America. He was also a painter and had an exhibition in Chinatown, which we all visited.

Yuk Ying was 75, had 22 grandchildren, and came to the learning centre every single day. Not only was she learning English, but she was learning computer, and eventually wrote her story and other students' stories on the computer.

Chun Kin was 72 and was a Tai Chi teacher. She taught the whole class exercises, even one with a sword.

And Andrew Pun, 82, had been an English teacher in China for 40 years. Now I understood his persistence in correcting my grammar and spelling every opportunity he had! And he always corrected the other students' pronunciation.

So through writing and the sharing of our stories, we were able to know one another, and teach one another. I felt incredibly lucky and honored to be with these people as they taught me so much. And Voices became an important part of the curriculum. They would ask permission to read ahead or take it home, and could hardly wait for the next issue, so they could generate new ideas for new stories. With one little resource like Voices, it is rather ironic how resourceful these students became themselves.

Presently I am teaching at the Native Education Centre, and have been using the publication in a similar fashion. Next year my students will be interviewing elders in various B.C. communities, and transcribing their stories into a publication they will produce themseves. Voices has been an incredible inspiration and example for students who want to write their own stories!

Joan Weinberg is conducting a Workplace Literacy Survey. She is interested in marketing, program content, fees, and professional experience. Please contact her at 175 Mockingbird Lane, suite 1, South Pasadena, CA 91030 USA to particpate.

REVIEWS

Pat Rigg

Stories to tell our children, Gail Weinstein-Shr (Heinle & Heinle, 1992) is based on Voices: New Writers for New Readers. Like Voices, it uses student writing, and like Voices, it accompanies each composition with a photograph of the student author and a short biodata statement. The cover is beautiful, reminding some of Navajo weaving, others of Hmong story cloths. The title promises a lot: we expect to find, when we open the cover, stories told by adult ESOL speakers, stories of their lives that can be passed on to their children and to ours.

But the cover is misleading. There are no stories here. This is basically a workbook of exercises, made more attractive by the professional photographs of student authors and the few pages of their compositions, but still a workbook. For every page of student writing (14 of 88 pages, with as few as 25 student-written words on the page), there are four full pages of exercises. The exercises are good ones for talking: they are open–ended and collaborative, and foster conversation . Students fill in blanks, write a few lines answering text questions, and write lists, all these exercises being designed to stimulate further conversation.

The exercises do little to help the reader piece together clues from the student-written text and from the photograph to arrive at an idea of what kind of person the author is, or what story the author was hinting at. The text sometimes asks, "What do you think about _____ ?"[name of student author]. That one question for each four pages is the only question directing attention to the writer. I think this devalues the student authors: their work and their portraits seem to be valued only for the topics they provide for class exercises. This contrasts with Voices , which respects and dignifies both student composition and student authors; the work and the person are not used for some other purpose, but are valued in and for themselves.

If you want a book of conversational exercises, get this; if you want student writing that is valued for itself, renew your subscription to Voices.

Publishing Freshman Compositions

Penelope Wong teaches a basic freshman composition class tailored to ESL students. In order to get student–written material that can be used as a class reader, she directs her students to select one significant event in their lives, and to describe that in writing. She requires nine drafts in all, each one focusing on a different aspect of composing, and each taking about a week to write. The ninth is published.

A committee of students designs a cover, selects a title for the collection, creates a table of contents, and arranges for copying and binding. This collection then serves as a class text, and can serve as the basis for further assignments.

Penelope Wong recently finished her MA in TESL at Northern Arizona University. She will soon be teaching in the United Arab Emirate.

LEARNER GENERATED MATERIALS EVERY DAY

Janet Isserlis
International Institute of Rhode Island
375 Broad St. Providence, RI 02907

This article briefly describes a process of working with adult ESL literacy learners in order to generate reading and writing material which is meaningful to them. I view the production and use of learner generated material as a first and critical step in the process through which adults become independent users of print. I draw on my experience working with learners in the Literacy/ ESL Program at the International Institute of Rhode Island.

Almost every ESL literacy class is a multilevel gathering of adults of different backgrounds, varying degrees of prior exposure to and experience in schools. In order to assess learners' abilities initially, and later in an ongoing fashion, I rely on writing they generate and subsequently read. The basic process consists of:

- **eliciting** information for a story from one or more learners;
- **encoding** that information on a blackboard or newsprint pad;
- having learners **read** that story immediately after it has been written.

This process accounts for a good half of a two-hour classroom period. The following day, the story is given to the learners—this time in typed form, with the addition of a modified cloze exercise immediately following the story as well as sentences pertaining to the story that are either true or false [*yes/no/ sometimes*]. Alternatively, open-ended questions asking learners to relate their own experience to the topic at hand might appear after the typed story, followed by several blank lines on which the learners write their responses. Regardless of the extension activity following the typed story, interacting with the typed story and its follow-up pieces generally occupies the first half of most classes. The second half is often spent in generating a new story.

This process of generating and reading learners' stories is not the only activity that occurs in the classes, but is one which occurs with great regularity and is favored by learners, I think for the following reasons:

- The great predictability of reading something which is familiar in content and contains words read previously is reassuring to learners for whom the reading process is still challenging on the sentence (and sometimes the word) level.
- The cloze exercise allows those learners who may not be able to read *per se* the opportunity to complete a task, as well as to gain extra practice with high frequency words.
- The sentences following the story contain both familiar and new words, and therefore help learners work towards bridging the gaps between socially constructed, shared reading and writing and that new information which they each encounter individually as they read along the worksheet.

More advanced learners generally arrive at the *yes/no/ maybe* sentences while their less advanced classmates are still working on the cloze exercise. These learners struggle with new words, ask each other, ask me for assistance, and generally find something to challenge themselves while the others are still working on more basic tasks. When everyone has completed the cloze work, we all read the *yes/no/maybe* sentences together and talk about <u>why</u> we said *yes* or *no* to a particular sentence. (e.g. Following a story about a single man living with his brother, a *yes/ no* sentence might be "Tony lives with his sister." Learners may have some context through which to decipher sister [they know there's a brother involved]; they also need to remember and understand what the story said.) Additionally, because every class is a multilevel class, learners are encouraged to help each other whenever an appropriate opportunity arises. We talk about what "help" might mean. Telling someone to circle *yes* or circle *no* may not be helpful; discussing why an answer is circled might be considered more helpful and useful in the long run.

Although whole language practitioners eschew comprehension questions, I find that this process of working with quasi-higher order thinking is an important part of helping learners connect what they know (the story they helped create) with the print they read the following day, and further to connect that information (the story) to some scrutiny (Is he living with his sister? Did we ask him if he had a sister?) One of the many ongoing questions in my own mind is how well we can help learners to find the strategies they need to become independent users of print. I find that at the beginning level, this regular use of learner-generated material is one critical step facilitating that process.

Sample Follow-up Page

Name _____ Date _____
Today is _____. Yesterday was _____.
Tomorrow will be _____.
++
Yesterday, Tony came to visit our class.
We wrote about Tony.
We talked to Tony.
Teresa wrote about Tony on the blackboard.
++
His name is Tony.
He lives in Warren. He is single.
He lives in Warren with his family.
He has 1 brother.
He works at a department store.
He came to watch our class.
++
His _____ is _____.
He _____ in Warren. He is _____.
He lives in _____ with _____ family.
He has 1 _____.
He works at a _____ store.
He _____ to _____ our _____.
++

Tony is a man.	yes	no
Tony lives in Providence.	yes	no
Tony lives with his wife.	yes	no
Tony is married.	yes	no
Tony is single	yes	no
Tony has a brother.	yes	no
Tony has a sister.	yes	no
Tony works at a department store.	yes	no
Tony works at Jordan Marsh.	yes	no

IT WORKS FOR ME

PHOTOS IN CLASS

Pat Rigg
American Language & Literacy
Tucson, AZ

POLAROID PORTRAITS

I like to have a Polaroid camera with me on the first day of class. Here's how I use it: I take a picture of every person's face, a close-up, and then I ask each student to write his name on the small white space below the snapshot. If necessary, I write the English version. We tack those autographed pictures up on the bulletin board next to the door right away. As the students put up their own pictures, they study the faces and names of those already tacked up. By the time the last student's picture is taken, everyone has gone up two or three times to look, matching picture to person and name to both. We all get names and faces paired up pretty fast this way, a good start to building a sense of community in the class.

CONTINUED ON THIS PAGE, NEXT COLUMN

PAIRED INTERVIEWS

Another part of fostering that sense of community is the paired interview, based on photos the students bring in. Each student brings in one photograph—perhaps of herself as a child; perhaps of a special ceremony, such as her wedding; perhaps of her parents or grandparents. The photo should be of something important to the person. Working in pairs, the students interview each other about those photos. The interviewers write on large paper (2'x3' newsprint) whatever information they have received, checking with their sources as to accuracy. The photos are taped to the paper, and all are placed on the walls, so everyone can look at the photos and read about why that photo is important to their classmate.

Variations on this are obvious: for married students, a photo or a drawing of the happy couple and a description of the marriage ceremony; for students who attended school as youngsters, a drawing of their first school or classroom, and a description of what they remember: and so forth. This activity integrates conversation with written language at the same time that it encourages the students to make their lives and their stories a vital part of the curriculum.

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NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

Spring, 1993 | Pat Rigg, Editor | xx, 1

REWRITING THE "EXPERTS"

by Diane Eastman
Brandon Friendship Centre
Brandon, Manitoba Canada

Problem: Reading

I am an instructor in an adult literacy program. One of the women in my program brought me a brochure that had been given to her by a counselor from the local chapter of Adults Molested as Children (AMAC). She was told to read the information and if she had questions, she was to call the contact number. The brochure turned out to be so difficult to read that she gave up trying and brought it to me.

At the time I had a group of women involved in a project for the Canadian Congress for Learning Opportunities for Women. The women thought it would be a good idea to rewrite the AMAC brochure to make it easier to read.

I asked the group what they thought our first step should be. After much discussion we decided that we wanted more information on how to write simplified material. We contacted the Provincial Facilitator for Literacy Services and asked for a series of workshops on simplifying writing. Two half-day workshops were given to the group in which we looked at eight elements of simplified writing.

Solution: Rewriting

After each session with the facilitator, the group met and discussed what we had learned in the workshop. A piece was randomly chosen from an old grade-school text. Many of the women had had this book in grade-school. We read the passage together. None of the women understood what it was about. I asked them to try again. A second reading clarified a little, but when they began to discuss the passage, it became clear that they had understood only parts.

Analyzing Sentence Construction

We next looked at what made the passage hard to read. We looked at the number of words in each sentence and then at how the sentence was constructed. The paragraph consisted of three sentences. The first sentence contained 33 words, a semicolon and three commas. The second one had 34 words and four commas. Sentence three had 50 words, three commas, a semicolon, and a dash. It was immediately apparent that the construction as much as the vocabulary caused difficulty.

continued on page 4: REWRITING

Putting Our Words on the Page: Writing DENE KEDE

by Jean Reston
Yellowknife, Northwest Territories Canada

A Start

One spring evening a group of 16 people, orally fluent and literate in their mother tongue, came together to write in their own languages. Participants were unsure of their roles and somewhat suspicious of the non-native organizer and facilitator, who was venturing into the field of aboriginal* languages literacy. During the next two days the group talked and wrote about their own experiences in their own languages. They conferred with one another and shared their writing with the whole group. By the end of the workshop, they had created work for publication.

Background

Canada's Northwest Territories comprises nearly one-third of the country's land mass. In this vast area live about 56,000 people, the majority of whom are of aboriginal ancestry. In most of the 61 northern communities, other than the urban centres, the aboriginal population is 80% or more. In spite of being in the majority, the aboriginal people have seen their culture and language encroached on by southern influences.

Language Laws

In recent years, aboriginal people have played a strong role in political decision-making. Following this direction, the government has taken the lead in revitalizing aboriginal cultures, and as a significant part of that, aboriginal languages. To help this process, the Northwest Territories Legislative Assembly passed a law making our Dene and Inuit languages official, together with English and French. This gives the Territories eight official languages (there are also three official dialects identified). The government is obliged to provide services in the languages as needed and the education system must include language and literacy instruction for students.

* In Canada, *aboriginal* and *native* are the preferred terms for people whose ancestors greeted Europeans when they arrived on the North American continent.

continued on page 4 DENE KEDE

BEST COPY AVAILABLE

REVIEWS

Francine F. Collignon, Janet Isserlis, and Sara Smith. 1991. A Handbook for Practitioners: ESL/Literacy for Adult Non-Native Speakers of English . Providence, RI: International Institute of Rhode Island, Inc. 164 p. $10.

Barbara Garner
SABES - World Education
Boston, MA

A Handbook for Practitioners was not what I expected. Rather than being another how-to for teachers, it is a compilation of materials on all aspects of Rhode Island International Institute's ESL/literacy program, including a discussion of the process that the authors went through in implementing the program. They write about what they did and what did and did not work. They talk about how hiring circumstances caused them to reshape the program design. They admit that the new program did not integrate as fully with the existing programs as they had hoped, and they hypothesize about why. I hope they have started a trend, and that others will follow and write about their practice.

The body of literature that consists of teachers examining their practice, writing about what worked and what did not work, and how they made instructional decisions, is growing. We are fortunate that it is. We learn from the experiences of other practitioners. It is research that is accessible and immediately applicable.

One gem in this book is the section "collaboration," a title that is drawn from the writers' conviction that "learning and teaching are collaborative endeavors," a philosophy they carry out in teacher-to-teacher staff development activities as well as in the teacher-student classroom. This section is a smorgasbord of information on staff training with peers in the International Institute, with staff and other agencies, and with volunteers. The action research theme is carried out in two dimensions: Samples of two teachers' writings about their practice are included within the framework of the two authors' reflections of their own experiences. Also included is a one-page needs assessment for teachers interested in ESL literacy that can be used as a model for needs assessment around any tightly-focused topic, e.g., GED writing, Math, etc. "Collaborations" is a must read for all those involved in staff development and/or volunteer training.

The handbook also includes a "toolbox" of methods and ideas for activities, an annotated bibliography of good materials, and an excellent section on evaluation, all coming from the participatory frame of reference.

The handbook is long, which is one drawback, and it skips from topic to topic without clear transitions. But the rewards of the book are worth the effort.

REVIEWS

Sally L. Smith. 1992. Succeeding Against the Odds: Strategies and Insights from the Learning Disabled. Los Angeles: Jeremy P. Tarcher, Inc.

Ann Silverman
Community College of Philadelphia

One afternoon with time to spare in my office, I turned on the radio and began idly listening to a talk-show interview with a teacher who was on tour to promote her fifth book on educating learning disabled children and adults.

The author was Sally Smith, head of the Master's degree program in Special Education: Learning Disabilities, at American University, and founder of the Lab School in Washington. Her story was professionally and personally compelling. As she explains in Succeeding Against the Odds, "It all began with one child, my child. My introduction to learning disabilities was as a parent, a desperate one."

But why should a teacher of non-disabled students find this book compelling? And what do methods used at the Lab School—or any special school, for that matter—have to do with the teaching of ESOL adults? Smith describes a program that adds up to good teaching no matter who the pupils are. But because of the difficulties her students have learning in traditional classrooms with their heavy emphasis on verbal input, she has sought strategies that help students utilize their strongest skills to compensate for weaker ones. She describes techniques such as "learning with the whole body," "using the senses to anchor memory," and "using schema theory."

Nothing unheard of here, but Smith shows graphically how imaginative, thoughtful teaching methods help students to "succeed against the odds." Smith has tried to establish schools, curricula, and instruction that incorporate individualizing; building on strengths; setting reasonable goals; problem solving; tapping the imagination; and building self-esteem. She describes practical methods teachers can use to help students achieve their goals, whether those students are labeled ESL or LD.

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REVIEWS

The Politics of Workplace Literacy: A Case Study. 1992.
Sheryl Greenwood Gowen. Teachers College Press.
ISBN 0-8077-3214-1 and 0-8077-3213-3 paperback.

Pat Rigg
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This book speaks directly to all adult educators, not just to those involved in workplace or in literacy education. "Politics" means the distribution and use of power: who has power; who doesn't; how that power affects or determines status. In this book, Gowen reports her ethnographic research into the distribution and uses of power in one small workplace literacy program in a hospital in Georgia.

Gowen's big contribution is in asking questions that seldom are heard, and in using ethnography to address those questions. People ask what a program costs, meaning how much money has been allocated, but who asks, "What is the cost to the students, in terms of time, effort, and dignity?" Gowen did ask and listened to the students themselves to discover what the workplace literacy program meant to them. What she learns is no surprise: the people with the lowest status do not change that status by attending a work-site class, by studying hard, by reading and writing more. A workplace program, whatever its expressed purposes, is usually not designed to change status, but to continue it.

Gowen explores the assumptions about literacy education held by the participants—the students, the teacher, the program planners, and the researcher herself. One of the curriculum developers in this case study, for example, believed that literacy knowledge was a toolkit of skills, and that the teacher's primary responsibility was to hand these tools to the students, who could then use them in a wide variety of situations. The teacher, on the other hand, believed that literacy was always contextual, always defined by the people actually involved in the specific situation; a toolkit of skills was an irrelevant concept to her.

I agree with Gowen that our theoretical perspectives determine what we perceive, how we act, and how we evaluate. I think we all need to articulate our theories so that we have a better understanding of why we (and others) do as we do. I recently read a report of a study with adults called "low-level literates," in which progress was measured by scores on a national test; the testers' theory of literacy is clear. We can only guess at how close that theory is to the students'. As Sarmiento and Kay (1990) point out in their Worker-Centered Learning: A Union Guide to Workplace Literacy (Washington, DC: AFL-CIO), workplace literacy programs "must be, and be perceived to be, the workers' own programs—dedicated to workers' needs."

Gowen, a native Southerner, recognizes and names one of the socio-political forces that form the context of the workplace program she studied: racism. The students and the teacher were all African-American; the program planners and funders, and almost all of the management staff were not people of color. The metaphor underlying not just this literacy program, but the entire hospital, was "This place is an ante-bellum plantation."

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In the next issue I hope to address questions related to how adult literacy students and adult ESOL students are or should be integrated. Please send your ideas, together with reports of programs you know which integrate these students and programs which separate them. What should we consider?

Please send suggestions for topics, themes, articles, etc. for this newsletter. Your reports of practice and your reviews of new materials and professional readings are invited. Please type double-space and send by 1 July 1993 to

Pat Rigg, Editor AEIS Newsletter
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Of Special Interest to Adult Education IS Members

Earl Stevick	Loren McGrail
March 1993 (TBA)	May 1993 (TBA)
A New Look at "Memory"	Family Literacy

Register now by calling Sharon Bolton, Education Programs Coordinator, TESOL Central Office, 703-836-0774. The registration fee for each site is US$150.

REWRITING, continued from page 1

Using brainstorming and discussion, the group rewrote the passage. The rewritten passage contained six sentences: the sentences were 5, 15, 19, 6, 12, and 8 words in length. There was no internal punctuation. Our group was extremely pleased with our first effort and very eager to get to the business of rewriting the brochure.

Revising Vocabulary

The first step was to look at the brochure to see where the difficulty was. The group decided that many of the words were "too big" and the information was not presented in sentence form. It looked like a relatively easy task to turn the phrases into sentences and change the big words into small ones, so we began. It was a very enthusiastic beginning.

The brochure contained eight statements that explained the goals of the AWAC organization. By the end of the first session of about one and a half hours, we had rewritten three of the eight goal statements. When we started again the next day, I asked the group to look objectively at the three goals we had rewritten, keeping in mind the elements of writing in plain language. It was unanimous: ours was easier, but still much too hard. We tried again.

After many days of going over each goal in detail, we rewrote the entire brochure. We were eventually able to devise a method that worked best for us.

What Worked

First we read the goal statement and discussed it. Each person stated what she thought it was saying. Next we looked at the parts that caused problems in understanding. The group discussed each of the problem parts and came up with a consensus on what the goal statement was trying to say. Then the group brainstormed a simpler way of stating the goal. After all the goals were rewritten, each goal was checked against all of the elements of plain language in order to ensure consistency.

Many rewrites occurred as we went though each goal. The entire process took us about three months. Initially I had planned to work on the brochure once a week for one or two hours. The group became so enthused with the process that we began meeting twice a week and then each day.

Results

It is a different approach to writing, and one that the women said taught them a lot. The group pulled together and worked as a unit. We discussed everything from knowing your audience to vocabulary. Editing skills were developed. The women learned to critique each other's and their own work. It was much easier to critique the group effort than individual efforts, so we started on the group work. Sentence structure took on new importance. The women realized that even easy to read words can be misunderstood if the sentence is convoluted. As we looked at sentence construction, it became easier for the group to write complete sentences instead of phrases. The group really began to appreciate that writing is a process that consists of thinking, writing, critiquing, editing, and rewriting. The rewriting of published material is now a part of my regular class work.

DENE KEDE, continued from page 1

Language History

These measures are important in promoting languages, but they are not enough to ensure that the languages remain active and alive. Like most cultures surrounded by a dominant group, fewer and fewer of the younger northern aboriginal people are able to speak their languages fluently, much less read and write them. A large number of parents of school-aged children were educated in residential schools, away from their home communities. In these institutions, children were actively discouraged from speaking their own languages. These people knew their mother tongue when heading off to school, but that knowledge was a child's knowledge, and they had little opportunity to develop that knowledge further. Those former students are now parents, and find it difficult if not impossible to pass on the language of their grandparents to their own children. The incursion of television has further compromised the use of aboriginal languages.

New Language Programs

Language instruction in the school is one approach to solving the problem, but if this is not reinforced in the home, little progress is likely to be made. Even if parents are fluent speakers of their ancestral language, few are able to read or write it. More and more parents recognize the need for upgrading their own language skills. Community organizations seek to offer language and literacy programs for adults. The program usually consists of oral as well as written language development. The classes are gaining in popularity as people become aware of their personal part in saving the languages and cultures. For the Inuit, who have had a syllabic writing system for more than 100 years, finding qualified instructors is less difficult than it is for the Dene. Unfortunately, there are very few Dene who are literate in their own language. Those who have the skill and some teacher training are usually extremely busy within the school system. Language specialists trained to work with children are also reluctant to instruct adults, as they often feel they don't have sufficient skill to work with adults. This means that, although there are funds available for at least part-time classes and people willing to learn, communities cannot initiate programs because there is no one to instruct.

Other obstacles make literacy instruction difficult. Our main one is the dearth of print materials appropriate for adults. People working in the field have spent time collecting the stories, legends and accounts of traditional ways of the elders. Some of these have been published, but much remains in archives, as it is extremely expensive to publish the small number of copies required. According to You Took My Talk, the report from the Parliamentary Standing Committee on Aboriginal Affairs, with the exception of Inuktitut, there are fewer than 1,000 fluent speakers in each of the languages. In some regions, school board staff have worked to create children's materials for literacy instruction, but even these authors don't really think of themselves as writers and haven't thought about producing materials for an adult audience. Other reading

continued on page 5, DENE KEDE

DENE KEDE, continued from page 4

materials, particularly in the Dene languages, are mainly limited to government documents and proceedings from meetings.

Dene Kede Continues

The Dene Kede Writing Workshop is an attempt to address some of the difficulties facing those interested in promoting mother tongue literacy in the Northwest Territories. As proponents of the writing workshop in English language literacy development, we decided to try the same model for the aboriginal languages. To our knowledge, this model has never been used with adults writing in Dene languages. In the course of planning the event, we consulted with Wendy Strachan, an expert in writing instruction who had been north before. Her experience had always been with English language instruction, but she was very interested in our project and agreed to facilitate our first attempt.

Participants who were orally fluent and fully literate in Dogrib, North Slavey or South Slavey (three of the five Dene languages) were invited to the workshop. The three languages were chosen because they are closely related and often speakers of one will be able to understand the gist of a conversation with the others. It was important to have at least two from each language group, as writers needed to have someone to confer with on both the content of their own writing and reflections on the process. We also invited an Elder from the North Slave region who is fluent in his own language but not literate. He is, however, a published author of books written in English. The input of elders is a vital part of any activity involving language or culture of aboriginal people. The contribution of this Elder was insightful and inspiring.

The actual instruction was conducted in English, not ideal when you want participants to immerse themselves in thinking about their language, but necessary when you are working with such a diverse group and there is no one locally available with the necessary expertise. All the writing and talking about writing, outside whole group discussions, was in the mother tongues. The participants found this difficult at first, because they had never been asked about or thought about writing their experiences in their own languages. But as the hours passed, they helped one another achieve their goal. New reading materials in three Dene languages were created and at the same time participants learned new instructional techniques. Everyone felt the workshop had been a valuable experience, though some people were more convinced of their ability to be a writer than others, a reaction common with English language workshops of this kind.

Authors in this first workshop were eager to continue the process and requested the opportunity to come together again. When word circulated about our first attempt, we received requests from speakers of other language groups wishing to be involved. We plan to conduct a follow-up with the first group and to introduce the process to literate people from the other languages. Through these efforts, we hope to ensure the vitality for the languages and cultures, and to introduce a new aboriginal voice into the literature of the north.

Recently Published

Don't miss these good books that we didn't have room to review

Auerbach, Elsa. Making meaning, making change: A guide to participatory curriculum. CAL/PrenticeHall Regents.

This fine thought-provoking volume detailing why and how to involve teachers and students in directing their own curiculum and using that curriculum to effect changes in their lives (and maybe even in the school) was first published by the English Dept. of the Univ. of Mass, Boston, MA.

Nash, Andrea, et al.. Talking shop. CAL/PrenticeHall Regents.

This companion volume to Making meaning is an excellent demonstration of how much we teachers can learn by talking to each other. Now, if only we were paid to do this!

Soifer, Rena, et al.. 1990. The complete theory-topractice handbook of adult literacy: Curriculum design and teaching approaches. New York: Teachers College Press.

Although the focus is adult literacy, not ESOL, this book belongs on AEIS bookshelves. Soifer and her colleagues created the Academy, a union-supported educational program in an industrial setting. They first spell out their theoretical perspective, and in the following four chapters discuss literacy, GED, computer uses. In the last two chapters, they discuss two vital areas of running a program:

- Staff selection and development
- Program development and management.

Wrigley, Heide Spruck and Guth, Gloria J.A. 1992. Bringing literacy to life: Issues and options in adult ESL literacy. San Mateo, CA: Aguirre International.

This is probably the most important book for AEIS members published in 1992. Wrigley and Guth report here on their two-year study of adult ESL literacy programs across the USA: they spell out what they looked for (and why), what they found, what they recommend.

McGrail, Loren & Purdom, L. Eds. 1992. Adventures in assessment: Learner-centered approaches to assessment and evaluation in adult literacy. Boston, MA, SABES.

Adventures is a journal in which classroom ESOL teachers of adults write about how they assess their students, their program, and themselves. Because the voices are those of people actually working in adult classes, and because the writers are willing to share their trials as well as their successes, each volume is a treasure.

Goodwill Literacy, 1400 South Lane St. Seattle WA 98144 USA has recently published several volumes for teachers of adults becoming literate. These include:

Clarke, Mallory. 1991. Goodwill Literacy Tutor Handbook.

Clarke, Mallory. 1991. Discovery and respect: A handbook for student-directed group learning. 95 p.

Pelz, Ruth & Clarke, Mallory. 1991. Readings that matter: A literature and life issues curriculum. (A curriculum for intermediate and advanced literacy students who want to read works by important authors that relate to life's important issues.) 71p.

Goodwill also publishes several works written by students.

Working in a Family Literacy Program

Jessica Dilworth, AEIS Chair
Pima County Adult Education Tucson, AZ

Preschoolers and Parents

Although there are family literacy models for parents and children of all ages, programs which involve children before they start school have the advantage of focusing on prevention. I currently coordinate a family literacy program which focuses on parents and their 3 and 4 year old children. Pre-school age children have a natural enthusiasm toward learning that infects parents. Before enrolling in family literacy, many of our parents had tried other adult education programs, but dropped out before completion. These parents say that having their children come to school with them has helped them to stay with the program.

Specifics: Who Is Involved

Pima Country Adult Education initiated a family literacy program called "Sunnyside UP" (Sunnyside Schools United with Parents) with Tucson's local Head Start agency and the Sunnyside School District. Half of the funding comes from a 3-year start-up grant from the Toyota Motor Corporation and the National Center for Family Literacy. The three partners—PCAE, Head Start, and Sunnyside School District—contribute the other half.

In Sunnyside UP we enroll 15 to 20 families at each of three elementary schools: the parents and children attend school from 8 am to 3 PM three days a week. To be admitted into the program, the families must live within the school district, meet Head Start income guidelines, and enroll two family members—a child who is three or four years old and an adult who needs some sort of adult basic education. About half of our adult students are studying English as an additional language; 45% are studying for the GED; 5% are taking skills enrichment. This last 5% have graduated from high school, but are returning for self-improvement. They are upgrading their skills to become more job-ready, to prepare for further education, or to better help their children with education. All of our adult students are women; half of them are single parent heads of household. Approximately 60% of the children speak Spanish as their primary language; one child speaks Chinese.

There are four staff at each site who work with the families daily.

Specific Goals

The goals of the program include:

- To encourage the active role of parents as their children's first teachers;
- To improve parents' academic skills;
- To prepare parents as educational role models for their children;
- To increase the developmental skills of preschool children;
- To strengthen the relationships of family members;
- To integrate parents into the school setting.

Specifics: What Do We Do

Each day parents spend time studying in adult education classes, volunteering in the public school, and participating in discussion groups in areas of interest such as positive self-esteem, early childhood development and discipline, health and healing, and community issues. Children spend the day in their own classrooms utilizing a preschool curriculum which emphasizes verbal skill development and making independent choices. For 45 minutes a day, the parents and children work together in child-initiated activities. As the parents interact with their children, they observe the stages their children are in developmentally, and experiment with techniques to extend their children's learning through play. Additionally, all the parents and children participate in a 15-minute group literacy activity which the families can use at home. Both staff and parents take turns leading literacy activities such as songs, language development activities, body movement and dances, crafts and bookmaking, storytelling, reading books aloud, and matching games.

Language Choices

Both the early childhood and adult classrooms are English and Spanish bilingual to varying degrees. Staff are all bilingual and speak to children in the children's primary languages. (We have no staff who speak Chinese, so staff use English with the child whose predominant language is Chinese. After four months, the child is speaking English and some Spanish.) Early childhood and family group activities are done in both English and Spanish.

Each of the three sites has a unique blend of adult students. One site is all GED and skills enrichment students. All the adult students in this class speak English, although many of the students have Spanish as their primary language. Another site is all ESOL students. All of the students at this site speak Spanish, so group discussions, presentations, and counseling sessions take place in Spanish. The third site is mixed with ESOL, GED, and enrichment students. Four of the students at this site speak very little or no Spanish and five others speak and understand English at a beginning level of proficiency; all the other students are bilingual to varying degrees.

Two interesting issues affect the adult education component at this third site. First is an issue of language use and the other is of having both ESOL and GED students in one classroom. To help the class integrate, to help individuals gain an understanding of what it is to speak another language, and to allow for leadership to emerge, cooperative learning groups were formed at the beginning of the year for whole-class, bilingual activities. Each of these groups has a mixture of students who are monolingual English, monolingual Spanish, and bilingual. Working in these groups, students have forged relationships with people with whom they have no common language. Monolingual English students have become sensitive to language issues. ESOL students are used to listening to English presentations and having them translated, but the first time we had a Spanish-speaking presenter who translated

continued on page 7, FAMILY LITERACY

FAMILY LITERACY, continued from page 6

into English, the monolingual English speakers were unhappy. "Why is the English translation shorter than the Spanish? Why are the students who know Spanish laughing and nodding their heads more than we are? What are we missing?" What initially is merely a class activity easily becomes a cultural event.

Benefits

An advantage to teaching ESOL in a family literacy program is that the students all have common interests and goals. ESOL lessons emerge naturally from student participation in the components of the program, such as Parent Time discussion and Parents and Children Together times. Many of the Parent Time discussions focus on the children, their needs, their development, and their relationships with their parents and others. While in the program, parents are actually learning about early childhood development. This classroom content is easily extended into ESOL language lessons. The Spanish-speaking children are learning English naturally by playing with the English-speaking children, and vice versa. The parents and children are really partners in language development as they play together daily: the children teach their parents what they know, while the parents practice their language lessons and extend their children's learning through their play.

Long-Term Benefits

Research conducted by Wider Opportunities for Women indicates that when mothers participate in adult education and training programs, 65% of their children demonstrate educational improvements. After attending adult education programs, parents become more aware of the influence they have on their children's educational achievements: they read to their children, help them with their homework, take them to the library, and attend school activities more frequently. These outcomes are a result of parents merely focusing on their own educational goals. Families have even more to gain when participating in family literacy programs where children and parents spend time doing educational activities together, where parents pursue their own educational goals, where many family members are involved, and where parents learn about the influence they can have on their children's education.

Help Wanted

The Adult Education Interest Section needs your help. Active members are invited to apply for the following positions. Contact Loren McGrail., 210 Lincoln St, Boston, MA, 02111 USA.

Associate Chair

- Plan the AEIS Academic Session for the TESOL conference;
- Prepare to become AEIS Chair the following year;
- Write at least one column— Letter from the Associate Chair/Chair— for each newsletter (twice a year).

Time Commitment: Two years, one as associate chair, the next as chair. The AEIS officers spend most of the convention in IS meetings, and the little remaining time is spent making contacts for the following year's program. Summers require intense time commitments to review program proposals and make recommendations to Program Chair.

Steering Committee

- Suggest speakers, topics, workshops, etc. for the convention program. Confer on ways to increase service to members. Assist AEIS Chair and Assoc. Chair as called on.
- Before the TESOL conference, prepare displays for the hospitality booth, and at the conference, staff the booth.

Publications Committee

Write for this newsletter and recruit colleagues to do the same. Confer on newsletter policy and practice. Should we have themed issues, for example? If so, what themes? Who should write for which theme? Review books.

Proposal Readers

Review proposals for AEIS part of TESOL '94 Convention in Baltimore, Maryland. This takes one intense week in the early summer, spent receiving a dozen proposals, reading and ranking them, and mailing decisions to AEIS Chair.

National Recognition

Kathy Budway Liberty Adult Learning Center Tucson, AZ

Pima County Adult Education (PCAE) in Tucson, Arizona, was honored to receive the prestigious Secretary's Award for an Outstanding Adult Education and Literacy Program this last November. This award, established in 1985, recognizes excellence in programs for educationally disadvantaged adults. Each state nominates two programs, and from this list of 100 the U.S. Department of Education selects 20, two each in ten regions. A panel of experts selects the final ten to receive the award.

PCAE is an umbrella agency which receives monies from federal, state, local, and private sources to deliver educational services to adults 16 years and older; the agency serves about 10,000 students a year, about half of whom are ESOL students.

One of the outstanding features of PCAE is the variety of programs it has developed. These include programs for homeless people, for refugees, for deaf and hearing/impaired, for the physically challenged, and for native Americans, as well as the traditional courses in Adult Basic Education, ESOL, and preparation for the General Equivalency Diploma (GED) test. A new class in Spanish literacy for Hispanics has been very effective in improving reading and writing in the home language, which makes it easier to learn English. A new family literacy program (described here by Jessica Dilworth) focuses on parents of pre-school children. PCAE's ability to offer such diverse programs is due in part to PCAE's many partners, which include not only the local community college, but also two native American tribes, the city police force, and several businesses.

It Works for Me: Work Poetry

Pat Rigg

One of the advantages to working with adults is that they bring a rich history of diverse experiences to the class. Almost every adult has held some sort of job; many have held several. The topic of jobs invariably stimulates conversation between students and can lead to poetic compositions about the first job, the worst job, the best job, etc. Tom Wayman's efforts over the last decade to get people writing about their jobs have resulted in some excellent collections of work poetry. I list some in the next column. An obvious complimentary resource is Studs Terkel's Working.

The topics vary widely, just as the jobs do. One of the poets is a doctor: she begins one poem about delivering babies by telling us that she needs to buy shoes that don't show blood. Another poet works in an old people's nursing home; another directs the food service on a cross-continental train; a third talks about farming; another writes of unemployment. Each poem offers insights into the people who do the work that keeps a country running.

Other Advantages

Work poetry has several advantages for adult ESOL (and adult "basic skills") students:

• Most poems are short enough for a beginning reader to complete in one sitting, so they are less daunting than lengthier texts. The students can read a poem through at least once, often two or three times, before and during discussion.

• The language is contemporary, authentic, accessible. More, because poetry plays with language, the pleasure of playing with English is demonstrated in an inviting way.

Methods

There are several ways to bring work poetry into the class. It is easy to read aloud a short poem, post a copy, and have other copies ready for those students who want their own copy. I recommend having books of work poetry available in the room, so that students can dip into them. If the students are comfortable working in small groups or in pairs, they can converse about their own jobs, using that conversation as the basis for writing their own work poetry.

RESOURCES

Landale, Zoe, Ed. 1985. Shop talk: An anthology of poetry. Vancouver, B.C.: Pulp Press.

Levine, Philip. 1992. What work is. New York, NY: Knopf. (National book award winner, 1991)

Oresick, Peter& Coles, M. 1990. Working classics: Poems on industrial life. Urbana, IL: University of Illinois Press.

Wayman, Tom. 1989. In a small house on the outskirt of heaven. PO Box 219 Madeira Park, B.C.: Harbour Press.

Wayman, Tom, Ed. 1981. Going for coffee: Poetry on the job.. PO Box 219 Madeira Park, B.C.: Harbour Press.

Wayman, Tom, Ed. 1991. Paperwork: An anthology. PO Box 219 Madeira Park, B.C: Harbour Press.

Wharton, Calvin & Wayman, T. 1989. East of Main: An anthology ... Vancouver, B.C.: Pulp Press.

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ADULT EDUCATION
NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages
Summer 1994 Issue Theme: Health Education in Adult ESL xxi,1

The HIV/AIDS Resource Kit: Beyond Information

by Andrea Nash
University of Massachusetts/Boston

Last year the Massachusetts Health Team was funded to develop an HIV/AIDS resource kit for adult educators. As we researched, we found that existing resources were not providing the kind of support teachers needed in order to be able to grapple with the complex social and cultural issues that shape the impact of this disease on various communities. We spent the next six months gathering those resources.

Developing the Kit

Our first discovery was that many adult students seemed to have at least a basic understanding of HIV and AIDS, and often could list the precautions needed to protect against HIV infection. One teacher cited her students' frustration at being "taught" the same information over and over: "People are sick of being told to wear a condom. They know that. The issue is why men won't and what women can do about it."

Secondly, we found that most materials presented health as a culturally neutral (and individual) phenomenon. Yet we know that HIV and AIDS are experienced and defined differently in different communities, defined uniquely by the history and experience of people who differ by race, gender, class, and culture. We included in the kit articles that discuss the meaning of HIV in a wide range of communities so that teachers could better understand the contexts from which their students speak.

Lastly, we saw that many AIDS education materials take a fear-based approach. There is a substantial body of research in health education, however, that tells us that fear is not an effective motivator (Job, 1988); to the contrary, fear makes people withdraw and often deny their need for information and support. This influenced our approach, which treats people as thoughtful, creative and able to make positive, informed choices about their futures.

Components of the Kit

The resource kit that we developed has five sections: Guide to the Kit, Cultural Contexts for HIV and AIDS Education, Teacher/Class-Developed Materials and Units, Sample Activities, and Tools for Curriculum Development.

The **Guide** orients users to the kit's contents and introduces the participatory approach that informed our choices about what to include. An underlying premise of this approach is that the truth about any subject is complex, and that learning happens in the

continued on p. 4, HIV/AIDS

Team-Teaching with a Psychiatrist? Teaching Refugees with Post-Traumatic Stress Disorder

by Beth Maher
San Francisco General Hospital

As ESL teachers we play many different roles. Although we primarily serve as language instructors, we often find ourselves acting as translators, cultural liaisons, welfare advisors, college advisors, and job counselors. We even find ourselves providing emotional support to students suffering from emotional crisis. Unfortunately, however, some students suffer a form of emotional stress that surpasses most ESL teachers' abilities to help.

Recognizing the Problem

Post-traumatic stress disorder (PTSD) is an illness whose symptoms include depression, suicidal thoughts, insomnia, somatic complaints, and an inability to concentrate. It is common in the refugee population. These symptoms make it extremely difficult for students to function in a regular ESL classroom. Because of headaches or sleepiness they miss a lot of classes. If they do come to class, intrusive thoughts often prevent them from concentrating on the lessons. The common practice by ESL teachers of asking students to recall past experiences or discuss their families tends to send these particular students into a state of disassociation and shutdown.

It is unrealistic to assume that ESL teachers can provide the kind of emotional support needed by these students in order to help them learn English and adjust to American life. On the other hand, this population of students is unlikely to utilize existing mental health services to help them overcome the symptoms of PTSD. In fact, they use very few of the social services that are in place to help acculturate refugees. The one service they tend to seek out and rely on is the state-funded ESL services.

Howard Kleinmann recognized this problem in the Southeast Asian refugee population, and he advocated for combined social services and ESL classes. Although Southeast Asian refugees have now lived in the USA for 15 years, the problem is as relevant in 1994 as it was in 1980. Because PTSD is characterized by daily, vivid flashbacks, many refugees who suffer from the illness are still dealing with their traumatic experiences in Cambodia or Vietnam.

Treating the Problem

For the past several years, I have been involved with a program developed by Dr. Judith Shephard, a psychiatrist at San Francisco General Hospital. She has developed a support group

continued on p. 5, Stress

Adult Education Interest Section (AEIS) Chair—Hilary Stern-Sanchez

Hilary directs the NW Immigrants Rights Project at 909 8th Avenue, Seattle, WA 98104 USA.

Assistant Chair—Elaine Baush

The incoming assistant chair for AEIS, Elaine Baush was responsible for the very attractive display of student materials in the AEIS Hospitality Booth at TESOL '94 in Baltimore.

She has coordinated the Adult ESL Program for Fairfax County Public Schools since 1980. During that time, the program has grown from 26 classes serving 300 adults a year to almost 200 classes serving 3,700 students a quarter. The program is now the largest adult ESL or adult basic education program in Virginia.

Before this, Elaine worked as a part-timer, teaching ESL to adults, and as a volunteer, teaching children at the schools her own children attended. Elaine has been an active member of WATESOL and TESOL since 1980. She has attended every TESOL conference since 1981, except the one in Hawaii, for which her school system would not approve travel. She is past chair of the AEIS section of WATESOL; she serves on the Virginia Council on Adult Education, and chairs the development fund of the Virginia Association of Adult and Continuing Education, the organization that named her Outstanding Adult Educator of Virginia in 1989.

Elaine is very concerned about the working conditions of AEIS members, especially those who are working full-time at "part-time" positions without benefits. Her other concern is the professionalization of ESOL in Adult Education, since we constantly grapple with the prevalent myth that any speaker of English is qualified to teach English. Contact Elaine with your good ideas for AEIS at:

Fairfax County Public Schools
Office of Adult and Community Education, Adult ESL
7731 Leesburg Pike, Room 100
Falls Church, VA 22043, USA

NOMINATING COMMITTEE

Sheila Acevedo
School Board of Palm Beach County
3970 RCA Blvd., Suite 7016
Palm Beach Gardens, FL 33410 USA

Suzanne Leibman
College of Lake County
19351 W. Washington St.
Grayslake, IL 60030-1198 USA

Loren McGrail
SABES
210 Lincoln St.
Boston, MA 02111 USA

Gail Weinstein-Sar
San Francisco State University
1600 Hollowell Ave.
San Francisco, CA 94132 USA

Send this committee your suggestions for candidates for the TESOL Executive Board, Nominating Committee, and AEIS Officers.

Associate Chair —Judith Rice

As this newsletter goes to press, I am working in Slovakia: my address is Faculta humanitnych vied; Vysoká skola pedagogická; Katedra anglistiky; Tr. A. Hlinku 1; 949 74 Nitra; Slovakia. After July 1, 1994, I can be reached at Wyoming, Michigan (This is not the great western state in the USA, but a suburb of Grand Rapids, in the southwestern part of Michigan.)

I became interested in TESOL while student teaching at an international school in the Netherlands fifteen years ago. Since that time, my experiences have been many and varied. I have taught elementary, junior high, and high school in the USA, as well as EFL in Japan and Egypt.

As a well-seasoned ten-year veteran of adult education, I am used to the challenge of wearing many hats, and presently work as ABE/ESL Program Coordinator for the Wyoming Public Schools in Wyoming, Michigan.

When I am not at work, I enjoy traveling, reading, photography, bicycling, and staying home with my cat, Venus.

I have been active in the Michigan branch of TESOL (MITESOL), and look forward to doing what I can to bring the membership closer together to further the many common interests of the AEIS group.

TESOL '95 Preparation

One of my primary tasks for the '95 conference is organizing the discussion groups. I am fortunate to be working on this with the following committee: Constantine Ioannou, Maria Makrakis, Lydia Omori, and Charles Powell. We offer this list of topics to the membership and invite your suggestions.

- models for workplace ESL
- families, parents, and children working together towards the future...beyond "family literacy"
- partnerships with adult education programs
- distance education—taking ESL literacy out of the classroom (e.g. traveling libraries)
- program-based research
- good adult ed materials
- immigration changes,
- an information clearinghouse on what ESL administrators and teachers need to deal with
- reanalyzing assessment

From the horse's mouth

by Barbara Adelman, from a story by Loren McGrail

Loren was directing a workplace literacy program in which the majority of the participants were Southeast Asians. The students were quick to address her by "Miss Loren" as a sign of respect. After Loren repeatedly but unsuccessfully requested her students to "just call me Loren," she decided to concentrate her efforts on more crucial language problems.

The program was progressing well when one day the students told her that they had somehow offended one of their supervisors. They asked "Miss Loren" to intervene. Further discussion revealed that the supervisor's first name was Ed.

Loren understood: The Asians had never heard of television's famous talking horse, and did not mean to insult their boss when they called him "Mr. Ed."

Editor's Notes

by Pat Rigg, editor

Publications Committee

At TESOL in Baltimore, several members volunteered their most welcome assistance in strengthening this newsletter, and in supporting more AEIS publication in other TESOL publications—*TESOL Matters* and *TESOL Journal* especially. Thanks are already due to this hard-working team:

Barbara Adelman	International Institute, St. Louis, MO
Evelyn de Nardo	School for Int'l Training, Brattleboro, VT
Fran Keenan	NCLE,Washington, DC
Helene Noor	English Language Center, River Vale, NJ
Ann Silverman	Community College of Philadelphia, PA

Themes

Do you like having themed issues of the newsletter? What themes should we address next? Or should we not continue themes? Some interest sections use their newsletters primarily to report on the annual TESOL convention; do you want more reviews of convention activities? Some people have suggested including more book reviews, especially reviews of classroom materials. Do you want that? Would you like to write up (in fewer than 1000 words) a description of your favorite text/material, indicating some ways you use it and why you like it so much? Please let me know.

The theme of the next issue is **native language literacy.** Elementary school ESOL children become readers and writers with relative ease when they use their home language. What about adults? What are the issues of teaching adults to be literate in their own language first? What programs already exist? What programs do we need? What problems characterize such programs? Are there appropriate materials? Who teaches in such programs, and how do they qualify? What constraints restrict our adult literacy programs? (For example, the U.S. government recently allotted $18.9 million dollars for workplace literacy programs but does not allow any of that money to be spent on native language literacy.)

Manuscripts on this topic (or others) should be typed, double-space, and preferably sent on a Macintosh-formatted disk in Microsoft Word. Length may vary, but space is limited, so most articles are cut to 1000 words or less. Deadline:15 September 1994. Send to:*Pat Rigg, AEIS Editor, 1303 N. Walnut Blvd., Tucson, AZ 85712 USA*

The E.S.L. Locator by Salvatore J. Parlato. 1993.

Rochester, NY. 88pp. Available through TESOL

This handy reference guide is the newly named, second edition of *All About English as a Second Language*. Here is where to find the names, addresses, and phone numbers of organizations related to bilingual and ESL education.

There are 26 categories of over 1,200 USA-based organizations, from the Adult Literacy and Basic Education Journal to Zaner-Bloser publications. The addresses of embassies and of U.S. Dept. of Education offices are here, as are those of such related organizations as the American Library Association and WGBH.

I find myself consulting the Locator a couple of times a week, and have already recommended it to several colleagues.

TESOL Q Issue on ESL Adult Literacy

The special issue of *TESOL Quarterly* on adult literacies, ably guest-edited by former AEIS Chair, Gail Weinstein-Shr, is available from TESOL for U.S. $17.50. AEIS members who have not already received and read this issue should order one now. Some of us who already have a copy are buying another for our library, our funder, our legislator, or a friend in a Third World nation who cannot afford it.

Some of the authors in this special issue are Jill Bell, Barbara Burnaby, Marilyn Gillespie, Caroline Kerfoot, Dennis Terdy, and Heide Spruck Wrigley. The Canadians—Bell and Burnaby—wrote *The ESL-Handbook*, still a useful resource; both have since then published other valuable material. Kerfoot teaches adults in South Africa; she reports efforts to create a participatory program there. Gillespie, now with the Center for Applied Linguistics, has worked with adult learners in the Northeast U.S. ; Terdy directs several programs in the Chicago area. Wrigley is well-known for her assessment of programs across the U.S. and for her TESOL presentations.

This is the first time the *Quarterly* has focused on adult education. The people working on this issue have done a very good job, and deserve the thanks of all of us in AEIS.

Adult Literacies, TESOL Quarterly, 27, 3.
Autumn 1993— guest edited by Gail Weinstein-Shr

Order from: TESOL
1600 Cameron St., Suite 300
Alexandria, VA 22314-2751 USA

HELP WANTED

The Adult Education Interest Section needs your help. Active members are invited to apply for the following positions. Contact Hilary Stern-Sanchez, NW Immigrants Rights Project, 909 8th Ave., Seattle, WA 98104 USA

Associate Chair

- Plans Academic Session for the TESOL convention
- Plans Discussion Sessions for the TESOL convention
- Prepares to become AEIS Chair the following year
- Writes at least one column for each newsletter

Time Commitment: Two years, one as Associate Chair, the next as Chair. The AEIS officers spend most of the convention in meetings, and the little remaining time is spent making contacts for the following year's program. Summers require an intense time commitment to review program proposals and make recommendations to the Convention Program Chair.

Steering Committee Members

- Find and nominate AEIS members for TESOL offices: AEIS offices, TESOL Nominating Committee, TESOL Executive Board
- Suggest speakers, topics, workshops, etc. for the convention program. Confer on ways to increase service to members.
- Assist AEIS Chair and Associate Chair as called on.
- Before the TESOL conference, prepare displays for the hospitality booth, and at the conference, staff the booth.

HIV/AIDS, continued from page 1

exploration and examination of this complexity. Consistent with this, the kit does not offer definitive answers about how to teach about HIV and AIDS, nor does it model activities that focus on the learning of accurate information as the crux of HIV and AIDS education. Rather, the kit addresses AIDS as an issue shaped by individual, community, and socio-political factors that must be considered if we want to understand how we and our adult students understand and respond to the epidemic.

Cultural Contexts offers readings about community-specific responses to the HIV epidemic and the social factors that shape those responses. From the National Commission on AIDS Community Profiles we learn that HIV and AIDS need to be addressed as a family (as opposed to an individual) concern in the African-Amerian, Asian and Latino communities.

In **Teacher/Class-Developed Materials** are teachers' lessons about HIV/AIDS and materials developed by teachers and classes. The contributions reflect a range of perspectives on HIV/AIDS education.

Sample Activities offers ideas for encouraging students to analyze the social realities that are contributing to the spread of HIV. We are all surrounded by messages about HIV and AIDS in our daily lives. The sample activities focus on examining those messages, on asking what they mean, who they are by and for, and why they are or are not effective.

The largest section is **Tools for Curriculum Development.** It is filled with "raw" health education materials including: community-specific brochures, issue-specific brochures, posters, videos, personal stories, community resources, and outreach materials (used by street workers). They are the resources that teachers can draw upon to generate class discussion and critique, and to help students find answers to their own questions.

Teaching Concerns

There are several issues that are helpful to think about before addressing HIV and AIDS in the classroom. The first is that we have our own fears, beliefs, and questions to sort through. What makes it a difficult issue for us? What language do we use when we refer to people who are HIV-positive (e.g., people with AIDS, AIDS victims, etc.)? How does our language reflect what we believe about those people? Do we distinguish between people with HIV and people with AIDS? This kind of reflection can help us understand our own assumptions and attitudes, and help us think about the role we will play in the classroom.

Teachers are often afraid of not being well-enough informed to teach about such a vital subject. They fear not being able to answer questions or, worse yet, to introduce topics that are upsetting to students. It's important to talk with students about how far they want a discussion to go. Many teachers have found that students are often more comfortable talking about diseases, their bodies, etc. than the teachers are themselves.

There are certainly aspects of HIV/AIDS education for which the diverse adult education classroom is not the best forum. Gender-separated workshops in the native language are useful in ESL settings, as are guest speakers generally. Where this is not possible, or where classes want to go beyond basic AIDS prevention strategies, teachers need resources and models. We hope the kit provides that support.

Unfortunately, the budget for the kit was severely limited. We were able to create only 25 kits, and these are gone. For those interested in creating their own resource kits, we are putting together a bibliography and ordering list of all the materials in the original HIV/AIDS kit. Although some of these materials may be out of print or otherwise unavailable, this list can be a starting point for homegrown kits that evolve to meet the needs of various adult education communities. For further information, contact:

Tara Donovan
World Education
210 Lincoln St.
Boston, MA 02111 USA

References

Job, R.F. Soames. "Effective and Ineffective Uses of Fear in Health Promotion Campaigns," *American Journal of Public Health*, 1988; 78: 163-167.

SAMPLE ACTIVITY: AIDS and Race/Racism

Here are some statistics on AIDS & race. What do they say to you?

- African-Americans are about 12% of the population, but 28% of AIDS cases.
- Latinos are about 8% of the population, but 16% of AIDS cases.
- Together, they are 20% of the population, but 44% of AIDS cases.
- African-Americans are getting AIDS at a rate nearly 4 times that of whites; Latinos nearly 3 times that of whites.
- Average life expectancy of a minority person with AIDS is 19 weeks after diagnosis compared to 2 years for a white person.
- Women die 3 times faster after diagnosis with AIDS than men.

Discussion Questions

What do you think causes these imbalances?

What do you think your community needs in order to change this?

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Stress, continued from page 1

with the assistance of the hospital's Refugee Clinic. This group combines ESL instruction and mental health services for refugees who suffer from PTSD. The group meets once a week for three hours. Clients spend the first hour doing recreational therapy such as Chinese brush painting or knitting. The second hour is devoted to ESL instruction. During the third hour, clients are led through a series of relaxation and visualization exercises.

The idea for the project began in the late 1980's when the staff at the Refugee Clinic observed a large percentage of Cambodian women coming to the clinic on an alarmingly regular basis. The women tended to come with somatic complaints—complaints that have no organic or physical cause. Rest, mild pain relievers, and sleeping pills prescribed by the doctors were not working, so the staff at the Refugee Clinic began to investigate other avenues of treatment. Dr. Shephard had been working individually with patients suffering from PTSD. When she heard about the Cambodian women at the Refugee Clinic, she began working with the staff to bring the women together with the goal of addressing some of their symptoms.

Support Groups

Psychiatrists who have worked with soldiers suffering from PTSD have discovered that traditional talk therapy does not help. The patients need relief from their memories of the trauma, not reminders of it. As an alternative to talk therapy, Dr. Shephard designed the support group to create a sense of community for these women who were each suffering in isolation, unaware that others were suffering as well. Each component of the support group targets different symptoms of PTSD in an attempt to lessen and relieve the pain.

The goal of recreational therapy is to offer a structured activity that has an immediate attainable goal. Crochet is an easy skill to learn and yields immediate results. When the program first began, many of the women could not maintain their focus on the task of crocheting for more than three minutes at a time. After six months in the group, these same women were making scarves and blankets, working for stretches of hours at a time.

The women learn relaxation techniques such as yoga stretches, deep breathing, and visualization to help them manage their anxiety and stress levels. Because most of the physical pains they felt were caused by excessive emotional stress, and little could be done to relieve the cause of their stress, treatment lay in teaching them stress management techniques.

One reason many of these women speak so little English despite having lived in the USA for 15 years and having taken countless ESL classes is their inability to concentrate on any one thing for more than a few minutes. The ESL component of the support group serves several functions. First, it helps the women slowly rebuild their ability to concentrate by presenting lessons that initially are extremely short and focused and then, progressively increasing their duration. Second, the ESL teacher can help students regain the confidence that they can, in fact, learn English by giving the students tasks that are within their reach cognitively and emotionally. By emotionally, I mean having an understanding of the emotional state of students with PTSD and designing lessons that refrain from focusing on their past lives, their home country, or their families, considering that most refugees lost family members to war and torture.

The program started three years ago with the Cambodian women's group. The initial ten to twelve women were contacted by the Refugee Clinic because they had the highest number of physical symptoms and visits to the clinic. After only 8 months in the support group, these same women cut their visits to the clinic in half. Due to the dramatic success of the Cambodian group, Dr. Shephard formed others. Currently, in addition to the Cambodian women's group, which is stronger than ever, Dr. Shephard runs a group for Latino women and one for Vietnamese men.

For more information on post-traumatic stress disorder and the refugee experience, please contact the Center for Victims of Torture, 717 E. River Road, Minneapolis, MN 55455 USA (612) 626-1400.

References

Kleinmann, H.H. (1982) External Influences and Their Neutralization in Second Language Acquisition: A Look at Adult Indochinese Refugees. *TESOL Quarterly 16*(2): 239-244.

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TEACHERS' VOICES

by Helene Noor, River Vale, NJ

Question #1: A Canadian colleague asks where she can obtain computers, so that her students can gain the additional skills they need. Additionally, her school board is concerned about who would maintain the computers.

Response #1: Businesses in the process of upgrading their computer systems may be willing to donate their still usable equipment for the tax write-off. Your accountant can determine what tax laws are applicable. You and your students can start a letter campaign to major corporations and institutions in your area, such as the local Chamber of Commerce, banks, churches, professional women's groups, or service organizations for both computers and maintenance aid.

Question #2: A New Jersey colleague complains that ESL adult education programs funded by the state require K-12 certification: "A master's degree in TESL is not adequate, while a bachelor's with K-12 certification is!"

Response #2: *TESOL Matters*, Vol. 4, No. 2 (April/May 1994) has a front page article addressing this issue, with information about requirements in several states.

Question #3: An overburdened colleague would appreciate your tips on materials for especially large classes with 40 to 50 students (multilevel, of course!).

Any tips out there? Send them to the address below!

The purpose of *Teachers' Voices* is to provide a forum for you to exchange ideas about shared concerns. Please send your queries, problems, concerns, and responses to:

Helene Noor
PO Box 2058, Rivervale Road
River Vale, NJ 07675 USA.

E-Mail Forum Links ESL Practitioners

by Fran Keenan

National Clearinghouse for ESL Literacy Education

Feeling out of touch with your colleagues in the field? Not getting enough e-mail? TESL-L might be the cure you need. It is an electronic mail (e-mail) discussion forum for those interested in ESL/EFL and lucky enough to have gained access to the Internet. Supported by a U.S. Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE) grant and maintained by the City University of New York (CUNY), the forum hosts lively discussions by ESL/EFL teachers and researchers from around the world who post messages (inquiries, opinions, suggestions, and complaints) to the list. Subscribers receive copies of all messages posted to the list.

Of particular interest to members of TESOL's AEIS is TESLIT-L, a branch of this forum, which has 250+ members and concentrates on adult ESL and ESL literacy. A sampling of recent topics: the role of practitioners in language education policy and politics, part-time employment issues, teaching prison ESL literacy, and ABE instructors' need for ESL training.

You need a computer, modem, and telecommunications software to access TESL-L or TESLIT-L. Subscribe by sending the message **Sub TESL-L, your first name, your last name** to listserv@cunyvm.cuny.edu. You will then receive information about subscribing to TESLIT-L. Subscribers can elect to receive only TESLIT-L messages and cut back on their mail volume.

To find out more about TESL-L, contact Anthea Tillyer, International English Language Institute, Hunter College, 695 Park Ave., New York, NY 10021. (Internet e-mail: abthc@cunyvm.cuny.edu). For TESLIT-L information, contact Judith Snoke, Virginia Tech Language Institute, Blacksburg, VA 24061-0104. (Internet e-mail: eslsnoke@vtvm1.cc.vt.edu).

Delta Publishes New CAL/NCLE Book

Adult Biliteracy in the United States, edited by David Spener and prepared for publication by NCLE, is a collection of articles by fifteen leading researchers and teachers, that explores the social, cognitive, and pedagogical aspects of developing biliteracy—literacy in two languages. Chapters cover such themes as: linguistic diversity and the education of language minority adults; how national population studies treat biliteracy; the literacy practices of immigrant families; sociolinguistic considerations in literacy planning; and ways of promoting biliteracy in classrooms, elementary school through adult education.

To order the book (237 pp.; $19.95 plus shipping and handling), call Delta Systems Co. at (800) 323-8270 or (815) 363-3582.

The above articles were reprinted from NCLE notes *Spring/Summer 1994.*

NCLE

NCLE Offers Free Resources on Adult ESL

Whether you're organizing ESL teacher trainings, looking for publications to distribute at TESOL affiliate events, or just wanting to keep up with the latest in adult ESL research and practice, you should know about NCLE.

The National Clearinghouse for ESL Literacy Education (NCLE), an adjunct ERIC Clearinghouse, is the only national clearinghouse focusing on literacy education for adults and out-of-school youth learning English. Its mission is to provide practitioners and others with timely information on adult ESL literacy education.

Sponsored by the U.S. Department of Education and operated by the Center for Applied Linguistics (CAL), NCLE provides literacy instructors and volunteers, researchers, and program administrators around the United States with:

- information and referral on questions regarding literacy education for adults learning English
- free publications (ERIC Digests and Minibibs)
- *NCLE notes*, a twice-yearly newsletter
- books and issues papers on literacy education
- a link to other national and local literacy contacts
- listings from a database of ESL and native language literacy programs

Free ERIC Digest and Minibibs From NCLE

NCLE's newest ERIC Digest, *Creating a Professsional Workforce in Adult ESL Literacy*, was written by JoAnn Crandall and discusses models of professional development for adult ESL practitioners.

The following new NCLE minibibs (annotated 2-page bibliographies) are available free upon receipt of a stamped, self-addressed envelope:

- *Native Language Literacy Instruction,*
- *ESL and Bilingual Health Education for Adults,*
- *Staff Development for Adult ESL Literacy.*

NCLE's minibib on ESL and bilingual health education for adults includes *Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources*, 1992, by Breckenridge and others, ED 359 836. The ED number after the citation means anyone with access to a university library in the United States or in many other countries can read the full manuscript on microfiche or order a copy of it from the ERIC Document Reproduction Service. Ask a reference librarian to introduce you to ERIC if you have not used this system before. (No, ERIC is not a guy; it is a system of clearinghouses and a comprehensive education database that is easy to use and full of helpful information.)

To get a complete list of free NCLE publications, or for additional information, please write or call:

NCLE
1118 22nd Street, NW
Washington, DC 20037
Phone: (202) 429-9292, ext. 200 Fax: (202) 659-5641
e mail: ncle@cal.org

KET Adult ESL Teleconferences

by Dennis Terdy

Kentucky Education Televison (KET) recently completed two adult ESL teleconferences. The first teleconference took place on March 14, 1994. During this *interactivity*, a four-member panel discussed their states' Adult ESL perspectives on assessment, staff development, and curriculum. Panel members included: K. Lynn Savage (California), Carolyn Kessler (Texas), Patricia Mooney Gonzalez (New York), and Dennis Terdy (Illinois). Each panel member also highlighted recent adult ESL innovations in their states. Specifically, these recent developments include:

California—The state is completing the development of ESL Quality Indicators and is working on a recently funded project to correlate the content of existing Adult ESL tests with Model Standards.

Texas—The state is creating a more holistic, student-centered approach for its Adult ESL program. Texas is also developing a document on teacher proficiencies appropriate for adult educators.

New York—A set of Haitian Creole instructional materials supporting native language instruction has been developed. Other projects include action research and portfolio assessment.

Illinois—Through a recently awarded National Institute for Literacy grant, Illinois is developing a comprehensive interagency staff development plan with several state agencies.

Teleconference II: Multilevel Adult ESL Classes

The topic for the second teleconference, held April 11, 1994, was multilevel adult ESL classes. Rose DiGerlando, Elizabeth Minicz, and Dennis Terdy provided a framework for classroom organization, planning, and activities. For more information, contact Sarah Greene at KET, 1-800-354-9067 (within the United States).

TESOL Panel

Adult Education Programming: Diverse Perspectives-Diverse Solutions was the title of a panel at TESOL '94 in Baltimore. Panel members were Sheila Acevedo (Florida), Joyce Campbell (U.S. Dept. of Education), Pat Dehesus-Lopez (Texas), Diane Pecoraro (Minnesota), K. Lynn Savage (California), and Dennis Terdy (Illinois). The panel discussed a variety of topics, including assessment, staff development, and recent state innovations. By breaking into small groups after the panel's brief initial presentations, the audience was able to hear and discuss several perspectives on these significant ESL topics.

For further information on this panel, contact Dennis Terdy, Director, Adult Learning Resource Center, 1855 Mt. Prospect Rd., Des Plaines, IL 60018 USA (708) 803-6420.

^ ^ ^

Discussion of Teaching Materials at TESOL

Ann Silverman & Carol Kasser
Community College of Philadelphia

Despite the early hour (7:30am!), several dozen adult educators turned out for a lively AEIS discussion on materials at TESOL '94. Ideas and useful suggestions flew thick and fast. We'll try to summarize them here. For convenience, we've named five categories: adult literacy, work-related materials, professional books, children's literature, and literary works. These are not neat divisions, as many of the materials discussed cannot easily be pigeon-holed.

Adult Literacy Materials

Several people recommended their favorites. These included *News for You*, a weekly newspaper from New Readers Press; Linda Mrowicki's books for new readers from her own Linmore Co.; Longman literacy materials; Prentice-Hall's *Focus* series; and Cambridge University Press' *Interchange*. One teacher suggested using the photos from tabloids as subjects for discussion and writing.

Work-Related Materials

Several people recommended Auerbach and Wallerstein's *ESL for Action: Problem Posing at Work*, published by Addison-Wesley a few years ago. This text addresses some of the problems left unrecognized by most workplace materials, problems such as unhealthy working conditions, sexual harrassment, and paychecks that do not reflect fairly earned wages.

Professional Books

These books and materials were recommended for teachers. Someone asked what to read if you are just starting out in AEIS, and several people suggested Bell and Burnaby's *Handbook of ESL Literacy*. Many of us still refer to this classic, which has been recently reissued. Bell's 1988 *Teaching Multilevel Classes in ESL* is a good companion to this, as is the 1990 special edition of *TESL Talk* on ESL literacy, edited by Bell.

The Free Library of Philadelphia published an annotated *ESL Bibliography* a few years ago; it is still useful. *One Thousand and One Pictures to Draw* was also recommended by an enthusiastic user.

Children's Literature

Titles of children's literature that would be useful and appealing to adults were talked about at some length. Mentioned were the Great Books for Children series; the stimulating Eyewitness Books from Knopf; the *Where's Waldo?* series; Scholastic publications (inexpensive paperback editions of both classic and current literature); and school children's book clubs—both Scholastic and Trumpet. Individual titles included this year's Caldecott winner—*Grandfather's Journey* by Allen Say, the story of a Japanese immigrant to the USA; Shel Silverstein's *The Giving Tree*; *Riki-Tiki-Tembo*; and wordless picture books, such as *The Grey Lady and the Strawberry Snatcher*.

Literary Works

It has not always been easy in the past to find works of high literary merit that were accessible to new readers. Happily, this is no longer true. Some examples: poetry by Lucille Clifton (we were treated to a recitation of her poem *homage to my hips* by Pat Rigg that made many of us want to rush out and read Clifton's work); (*good woman*, 1987, BOA Editions); *Paperwork*, an anthology of poetry about work edited by Tom Wayman (1991, Harbour Publishing); *Voices in Literature* by McCloskey and Stack (Heinle & Heinle); and *Words on the Page, the World in Your Hands*, a collection of prose and poetry written, selected, or adapted by contemporary writers for adults in literacy programs (Harper & Row).

An Invitation

Please send brief reviews of your own favorites to Ann Silverman, Community College of Philadelphia, 1700 Spring Garden, Philadelphia, PA, 19130 USA.

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Cancer Education

by Kathy Brucker
SABES/World Education, Boston, MA

The Massachusetts Cancer Education and Literacy Initiative (ELI) was funded by the National Cancer Institute to reach low literacy populations on the early detection of breast and cervical cancer. This project brought together adult and health education professionals to try out a new approach to health education and created a collaboration between the Massachusetts Department of Public Health, World Education and SABES, the Cancer Information Services, and the Massachusetts Health Research Institute.

To begin the project, a work group was formed consisting of four adult educators and their students, a literacy curriculum specialist, an evaluation consultant, a graphic designer, and a project coordinator. [Together the group is producing videos and *The Breast and Cervical Cancer Education Sourcebook*. (to be field-tested in Fall 94).]

After talking among ourselves, the work group decided to explore our own knowledge, fears, and attitudes towards breast and cervical cancer. We talked about our fears about cancer as a danger to ourselves, our loved ones, and to learners in our classrooms. We were afraid of the reactions people would have to talking about cancer in the classroom and of the painful stories we might hear. Reflecting on the activities of the group this past year, Lee Hewitt, an ESL teacher, wrote the following:

So what must we do if we are going to deal with this health issue in the classroom? First off we should own our fear. We should allow everyone to own their fear because cancer is scary. We are no longer talking about simple ear infections that can be treated with antibiotics for ten days. However, because everyone does indeed have a cancer story, I found there was a vibrant place for this issue in the classroom. Along with fear and a bit of embarrassment, I also hear sighs of relief as we open the door to this health issue that lurks in the back of many people's minds.

Fear can prevent us from caring about ourselves and the people in our learning communities. Let go of the fear because the information is essential for our adult students learning English and learning how to access available health care and services. What a perfect setting the ESL classroom is for people to share what they know and have experienced and get more information. The informational brochures on cervical cancer, breast cancer, pap smears, mammograms and breast self-exams lie lifeless in the clinic waiting room. However, those same informational brochures, plus dialogues, role plays, graphic body diagrams and personal stories take on a new life in the safe sharing community that typically exists in the ESL classroom.

Taking time to talk and support one another through our fears helped us to broaden our definition of early detection. Originally, we thought of early detection as doing monthly breast self-exams and getting mammograms and pap smears. Later, we realized we must include activities in the curriculum for discussing learners' views of health as defined by family, community and culture. Because of this decision, the curriculum materials that have been developed reflect the diversity of learning situations and the diversity of the languages and cultures of our learners.

Sourcebook activities also reflect students' desire to feel and know they are learning English. Clara Matute, a learner and teacher-in-training, wrote in her journal about finding the balance between talking about cancer and teaching English:

A few students complained about the curriculum not teaching them English. Another student explained, "If you are able to understand the lessons and what the teacher is talking about, it is because you are learning English."

Teachers found they needed to write and use articles in their classes that go beyond breast and cervical cancer. Sylvia Greene wrote about her work in this area:

Looking over the other questions that had come up, it seemed very clear to me we couldn't proceed with any discussion of early detection of breast and cervical cancer without backing up and dealing with gaps in the class' background experiences. I proceeded to write articles titled "What is Cancer?"; "Breast Cancer"; "Generics and Cancer"; "Cervical Cancer"; and "Prevention of Cancer."

What's In the Sourcebook?

The sourcebook consists of four sections: getting ready and collecting information, charting your way, teachers' stories and activities, and community resources. The sourcebook also documents the process the work group followed and the materials we used in development of the curriculum.

We have also developed a two-video story series called, *Take Care, Take Action*, starring Clare Matute and Ana Zambrano of the work group. The videos tell the story of two friends who come to realize that a mammogram and a pap smear are needed for them to take care of themselves. The videos are suitable for adult learners and will include teachers' guides.

We believe we have created a framework to help teachers help learners evaluate current health choices and make informed decisions.

(This material was reprinted from *Bright Ideas*, vol 3, no 2, 1993)

In the same issue of *Bright Ideas*, Don Robishaw writes: *I highly recommend that all adult literacy and basic education professionals who are doing content-focused instruction and who believe they are doing important community work not miss out on this new window of opportunity to address the health issues of their learners.*

As a believer in content-focused instruction, dialogical pedagogy and literacy as community development, I would close with a word to all my colleagues, but especially to my male colleagues—for us, this is an opportunity to be supportive of both our female colleagues and our women students: Don't let this opportunity pass you by.

The Breast and Cervical Cancer Education Sourcebook will be available from World Education, 210 Lincoln St., Boston, MA 02111 USA. For information about the videos produced by this project, contact Liz Fabel at (617) 628-0476.

BEST COPY AVAILABLE

From ESL Learner to ESL Teacher

by Elsa Auerbach
University of Massachusetts at Boston

Two assumptions underly much of the field's thinking about ESL pedagogy:

• the first is that formal academic training/credentialing is a critical prerequisite for teaching;

• the second is that ESL teachers should have native-like competence of English so that they can model correct usage, pronunciation, grammar, and so on.

Increasingly, however, these notions have been questioned by both practitioners and researchers who argue that teaching qualifications must include knowledge of the learners' cultural and linguistic backgrounds, and their social realities. They argue that those who promote the expertise that comes through higher education and native speaker status may be neglecting another kind of expertise, namely, the expertise that comes from having shared the life experiences of the learners. Many adult education centers in North America have taken the initiative to implement an alternative model, one in which immigrants and refugees (including advanced ESL students) are trained to become teachers in their own communities.

A New Model

It was this model which was the focus of a panel entitled From Learner to Teacher: Language Minority Teachers Speak Out at the 1994 TESOL convention in Baltimore. After a few remarks in which I set the context for the panel, three presenters— Hong Ngo, a Vietnamese teaching assistant at the Invergarry Learning Centre in Surrey, B.C.; Ana Zambrano, a Colombian teacher from the Jackson Mann Community School in Boston, MA; and Azeb Zemariam, an Eritrean teacher and adminstrator at English Language Professionals in Edmonton, Alberta—shared their stories about making the transition from being ESL students to being ESL teachers. They spoke about their own histories and educational experiences, as well as the challenges they have faced in relationship to the expectations of both learners and colleagues.

The panel was, in itself, a direct challenge to assumptions about the necessity of native speaker competence and higher education credentialing as prerequisites for teaching ESL. During the discussion, participants explained that they were not promoting the view that anyone is qualified to teach ESL by virtue of being an immigrant or refugee; rather, they saw their experience as testimony to the benefits of opening up the ranks of the profession to those who share the life histories and cultural backgrounds of the learners. When training and support go hand in hand with changes in attitudes and regulations in the field, immigrants and refugees can provide a rich resource for addressing the needs of their own communities.

Advocacy Update: ESL and the Adult Education Act

by Heide Spruck Wrigley with Danielle Ewen

This year and next present unique opportunities for ESL educators to make their voices heard and help shape a national ESL policy. In 1995, both the Vocational Education Act and the Adult Education Act (AEA), as amended by the National Literacy Act, come up for reauthorization.

Unfortunately, adult education is not a high priority in Washington and in the overall scheme of things, adult ESL has received almost no attention. This will change only if we, as a field, try to raise the visibility of adult ESL by making policy makers aware of the good we do, point towards the necessity of the services that we provide, and show how federal funds can (and should) be used to improve the adult ESL system.

To raise that visibility, several groups have begun to analyze the AEA, identify key issues and possible options for reauthorization. We hope that this article will encourage other groups to do the same, so that we can come together around some key ESL concerns and present those effectively to both the administration and to Congress by Spring 1995 when Congressional hearings will occur.

Background on Reauthorization

Reauthorization is the process of updating or changing legislation that was authorized for an extended period of time. During reauthorization, program priorities and cost-effectiveness are examined, and problems and issues are discussed. As part of this process, programs can be changed drastically or not at all. If programs are not reauthorized, they end, unless new money is appropriated for them. The AEA is reauthorized every 5 years.

Why Is the Adult Education Act Important for ESL?

Basic Grants to States

The AEA is the primary legislation providing federal funds for Adult Basic Education (ABE) and ESL instruction. It also provides funds for GED instruction. This legislation creates formula grants to states to fund ABE/ESL for "educationally disadvantaged adults."

With these federal monies, states may fund educational programs in correctional institutions, academic programs for basic education, special education, bilingual or ESL programs, secondary credit (i.e., GED and external diploma programs), and vocational training programs. This means that ESL is one allowable service under a larger program. How ESL learners are served or what percentage of state basic grant allotment is spent on ESL education is up to the states.

Subsuming ESL in Adult Basic Education has had strong policy implications, making ESL, in essence, a stepchild of ABE. To remedy this system, some have suggested that present funding formulas should reflect the number of ESL learners who come to adult literacy programs for services (ESL students who have a high school diploma are not counted under the present formula) or that the money at the federal level be split evenly between ESL and ABE (GED funds would remain separate). An even more radical solution has been proposed in *ESL and the American Dream* (Chisman, Wrigley, and Ewen, 1994). The authors of this report

recommend that federal funding of ESL be separated from ABE and a parallel system of services be created.

Special Programs

Besides providing monies for Basic Grants to the States (83% of AEA total appropriations in FY 1994), the AEA also funds Demonstration Projects and Teacher Training (Section 353 funds) at the state level and provides for some national programs, not all of which are funded each year. These include Adult Migrant Farmworker and Immigrant Education, Literacy for the Homeless, Workplace Literacy, and the English Literacy Grants.

The English Literacy Grants provided special monies to the states for ESL, established the National Clearinghouse for ESL Literacy Education (NCLE), and funded a national research project on promising practices in ESL literacy (Wrigley and Guth, 1993) and a national demonstration project on building a transition from ESL to training and academic contexts.

In 1991, the National Literacy Act (now part of AEA) established the National Institute for Literacy as well as the State Literacy Resource Centers. It also required that states establish "performance-based indicators of program quality," indicators which in subsequent years will be used to make decisions about evaluation and funding.

Special ESL Funds Zeroed Out

Why should ESL educators care about reauthorization? Simply, because if we as the field don't care, no one else will either. Unless we make our voices heard, ESL is likely to be considered a non-issue at the policy level, and programs that could support the field are likely to disappear.

The English Literacy Grants, specifically designed to help states develop their ESL capacity, establish a national clearinghouse on adult ESL education, and provide research and information to the ESL field have been zero funded since FY 1993. As a result of the English Literacy Grant's zero funding, the National Clearinghouse for ESL Literacy Education (NCLE) was left without secure funding, the national transition programs lost their third year of funding, and no ESL-specific demonstration projects are currently underway at the Department of Education.

The Big Picture

Efforts to shape the political future of adult ESL will be more successful if certain political realities are recognized. What are some of these realities?

The Administration

The Clinton Administration is developing a platform of reform within tight fiscal constraints. Recommendations that require millions of dollars in additional funds will most likely go nowhere; those that suggest that existing funds be used to serve programs better, might be more successful. It has been suggested that the Adult Education Act as it is now configured is unnecessary and that adult learners (including ESL learners) could be served under other programs such as the (proposed) Reemployment and Training Act, the Refugee Act, the Elementary and Secondary Education Act (through parent involvement and family literacy programs) and through welfare reform legislation (i.e. JOBS). The AEA may not be reauthorized at all.

A slightly different proposal afloat in Washington suggests that *state monies* fund basic literacy programs and that all *federal funding* should go for special programs such as ESL, citizenship education, and workplace literacy with a significant amount of money to go for capacity building in these areas (i.e., setting up an infrastructure, providing program support and technical assistance, helping to establish career ladders for teachers, etc.).

As ESL educators, we need to consider how our issues can be framed and decide whether to support or fight various reform proposals that are being discussed.

National Priorities

Neither adult education nor adult ESL are seen as high priority issues in Washington. As a result, the programs that support adult education efforts are relatively small. For example, the AEA provides less than $300 million in funds; in contrast, requested funding for the proposed Reemployment Act has been around $6 billion. Since adult education is not a priority program, Congress will most likely wish to move through the reauthorization of the AEA as quickly as possible and is not expecting a great deal of resistance. Unless there is a strong voice from our field, ESL concerns will not even be discussed.

The Need for Responses from the Field

What can ESL educators do? There are ample opportunities for all those concerned about ESL to get involved in the political process.

Taking Action on AEA Reauthorization

1. A group made up of concerned ESL educators including representatives from TESOL, the Center for Applied Linguistics (CAL), the National Clearinghouse for ESL Literacy Education (NCLE), the National Association for Bilingual Education (NABE), and others met recently in Washington DC to examine adult and vocational legislation. This group will continue to meet and will recap issues and concerns over the Internet. NCLE and TESOL will publish occasional policy updates in their newsletters.

Action Steps: Contact your local TESOL affiliate to find out if your affiliate has an adult education interest section, a sociopolitical concerns committee or a person responsible for advocacy. Propose a forum to discuss upcoming adult education legislation. For a copy of the legislation, contact Terry O'Donnell at TESOL Central Office, (703) 518-2506.

2. For those lucky enough to have access to e-mail and the Internet, there are several lists and forums concerned with policy issues. Two listservs are the National Literacy Alliance (NLA) and the TESLIT-L branch of TESL-L. The NLA list focuses specifically on literacy legislation and policy.

Action Steps: If you have access to e-mail, sign up for one or both of these lists. To sign up for TESLIT-L see instructions on page 3 of this newsletter. To subscribe to NLA send an e-mail command to majordomo@world.std.com. Your message should be simply "subscribe nla."

3. Several forums will take place soon to discuss adult education issues. Dennis Terdy at the Illinois Adult Learning Resource Center will convene a series of meetings on ESL policy. Gail Weinstein-Shr at San Francisco State University is organizing a one-day policy forum in San Francisco in October, following the Northern California CATESOL conference.

Action Steps: To contribute to these discussions (in person or through phone, fax or e-mail), contact Dennis Terdy, Gail Weinstein-Shr or Heide Spruck Wrigley through Terry O'Donnell at TESOL (703) 518-2506. You might also see if your local

TESOL affiliate could convene a discussion group at an upcoming convention.

4. The U.S. Department of Education would like to hear from you in preparation for revision of the Adult Education Act and the Perkins/Vocational Education Act. In order to have broad outreach, the Department of Education will publish questions about the reauthorization in the Federal Register in August. Department of Education staff, realizing the increasing importance of ESL adult instruction, encourage our response.

Action Steps: To get a copy of the Federal Register and respond to the questions, contact Jim Parker, Department of Education, Division of Adult Education and Literacy, Room 4426 Switzer Bldg., Washington DC 20202-7320. Telephone: (202) 205-5499. Fax: (202) 205-8973.

5. TESOL has made adult education, and pertinent legislation, an advocacy priority for the coming years. Adult Education IS members will become important sources of information as TESOL makes recommendations regarding reauthorization of the Adult Education Act and the Perkins/Vocational Act.

Action Steps: At TESOL '95 in Long Beach, CA, there will be a political action workshop devoted to adult and vocational education issues. Affiliate representatives and others will be invited to attend to learn how to develop local political action networks. It is likely there will also be a letter-writing campaign. Be on the lookout for these activities so that you can be involved.

B. Raising the Visibility of ESL

Even before we start to identify a specific agenda for ESL, we must work together to create an identity for ESL. Policy makers must know who we are, and what we do. They must also see that we provide an important service. Here are some things you can do:

- Build a relationship with your local representatives. Invite them to your classes and let them get to know you and your students. Let them see how your program serves the needs of their district and their state.
- Invite members of Congress to visit your program when they are home on recess. Get a group of students together to talk to them in their offices.
- Share information with your legislators. Use Census data from your district to highlight the need for services in your community. If you have any information on waiting lists, use them to highlight the need for funding. Use success stories liberally, especially those told or written by the students themselves. If any of your former students have taken out citizenship, highlight that as well.
- Involve your students in writing letters about why ESL is important and how it helps them to participate in their communities and prepare for better jobs.

Conclusion

Many ESL practitioners have been angry, frustrated, and overwhelmed by the circumstances and conditions under which adult ESL exists. Working in a highly fragmented system makes it almost impossible to see the forces and policies that create these conditions. Getting involved in reauthorization will allow us to define who we are, what we need, and whom we shall hold responsible for ignoring major concerns.

Reauthorization also creates a unique opportunity to bring civics lessons to life. By involving our students in the process and helping them to express their concerns we can create a chorus of voices that demand that "equity" and "excellence", two of the principles underlying President Clinton's reform efforts, become a reality in our field.

Resources

Chisman, Wrigley, and Ewen (1993) *ESL and the American Dream.* Washington, D.C. Southport Institute for Policy Analysis (202 682-4100).

Wrigley, Chisman and Ewen (1993) *Sparks of Excellence Program Realities and Promising Practices in Adult ESL.* Washington, D.C. Southport Institute for Policy Analysis (202 682-4100).

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ADULT EDUCATION
NEWSLETTER
The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

spring, 1995 | Issue Theme: Native Language Literacy | xxi,2

The Kreyol Literacy Program at the Haitian Multi-Service Center

by Jean Marc Jean-Baptiste & Marilyn St. Hilaire
Haitian Multi-Service Center

BACKGROUND

The Haitian Multi-Service Center (HMSC) is a community-based organization that has offered services to the Haitian community of the Greater Boston area since 1978. The HMSC Adult Education Program provides Native Language Kreyol Literacy and ESL instruction, a high school diploma program (EDP) and citizenship classes. In addition, the HMSC provides a variety of social services, such as maternal and child health education, AIDS education, counseling and advocacy, a bilingual Pre-School Daycare, and Refugee Resettlement. The unifying philosophy of the HMSC is "Haitians helping Haitians." The program believes that people, especially those from a minority culture, feel more secure and confident seeking assistance in a linguistically and culturally familiar environment. Thus, the majority of the staff is Haitian and many were themselves previously at the Center.

The Adult Education Program is guided by a participatory view in which the classes are student-centered and the program administration is teacher-centered. The HMSC believes that education is most effective when it is based on providing a meaningful context and is directed by the participants themselves.

HAITIAN CONTEXT

Over the past ten years, the Haitian community has undergone serious social and political changes due to events occurring in their homeland. Old practices have been questioned and new concepts have been analyzed. The role of language in Haiti has not escaped the changes of the moment. The role of French instruction in the school system, the development of curriculum, issues of power both outside and inside the classroom, first language literacy, teacher-student relations, the marginalization of the poor, the traditional educational system, have been questioned and evaluated.

The Native Language Kreyol Literacy Program at the HMSC was initiated in the midst of these social changes and political uncertainty. Needless to say, the success of implementing this initiative was profoundly tied to sincerely addressing the above mentioned issues by actively listening to the concerns of the people

*continued on page 4, **Kreyol Literacy***

Update: Adult Education Act Reauthorization

by Autumn Keltner

The Adult Education Act (AEA), which is the primary legislation allocating federal funds for Adult Basic Education (ABE) and ESL instruction, will come up for reauthorization in 1995. The AEA, as amended by the National Literacy Act of 1991, provides formula grants to states to support educational services for adults who are "the least educated and most in need." This reauthorization process, which began in 1994, includes requesting and reviewing public comment for the purpose of re-examining existing AEA program priorities and cost effectiveness. The resulting legislation could either drastically change current priorities, formulas, and regulations or leave them essentially the same.

What are the major issues?

In the September 20, 1994 Federal Register, the U.S. Department of Education (DOE) requested comments and suggestions on a number of reauthorization issues. Adult ESL issues which seem to be of major concern relate to program quality standards and accountability, distribution of funds, and professional development.

*continued on page 5, **Adult Ed Act***

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Letter from the Chair
Hilary Stern-Sanchez

NW Immigrant Rights Project, Seattle, WA

This last year has seen some growth in support for adult education, while signs of the times point to a much tougher funding climate for the future.

In September 1994 the adult literacy field was energized by the infusion of approximately 1500 AmeriCorps volunteers through President Clinton's Service to America program. These volunteers are building the capacity of many adult education programs in a field which is desperately in need of adequate staffing and resources. The good news is that these volunteers are prohibited from taking on positions that were previously filled by paid staff. The bad news is that as waiting lists continue to grow, federal support for ABE funding is waning.

The combination of a mistrust of government, anti-tax sentiment and anti-immigrant sentiment makes for an uphill battle in fighting for increased funding for adult education. But it is a battle we must fight. The U.S. Congress is now in the midst of deciding on the reauthorization of the Adult Education Act and on how much money they will appropriate to carry out adult education in the USA. Now is the time for your congressional representatives to hear about why investment in immigrant adult education is important. Since most students in the adult education ESL classes are not voters, programs that serve them are particularly vulnerable to cutbacks. We must convince Congress that funding these programs is in the best interest of the country and that there are informed and active voters who are watching how they act on these issues.

TESOL has taken a proactive stance on this issue and is participating in the drafting of a national response to the government's draft of reauthorization legislation. Thank you, Autumn Keltner, for heading up this response. At the TESOL conference in Long Beach, California, stop by the AEIS hospitality table to get involved in advocating for increased funding for adult education. Also attend our business meeting on Wednesday as we plan ways to influence legislation.

The TESOL conference at Long Beach promises to be exciting. The AEIS Academic Session — Evaluting an Adult Education Program and Improving through Learning— by some of our Canadian colleagues will present alternative evaluation methods that are participatory and practical. If you are interested in making connections with colleagues, participate in some of the evening and early morning discussion groups, which focus on hot topics, and drop by the AEIS hospitality table to meet some of the people whose names you know.

Thanks to ali who submitted proposals for the AEIS part of the TESOL program: our wonderful program at Long Beach is directly due to you. Thanks to the many who read those proposals and helped select the very best from among so very many fine ones. Thanks to Judith Rice and Elaine Baush for preparing our special sessions and setting up a very special AEIS hospitality area this year. Finally, thanks to Pat Rigg for editing our newsletter so well,

Letter from 2nd Associate Chair
Elaine Baush

Adult ESL—Fairfax County, VA

This year, the AEIS hospitality booth at TESOL offers exciting opportunities.

First, it offers a chance to "meet the experts;" to chat with AEIS members who have written and spoken on their special interests. Two hour shifts will overlap 9am - 5 pm on Wednesday, and 9-11am and 1-3pm on Thursday, Friday, Saturday. The AEIS Program Guide will list the schedules. So far the following people have volunteered:

Gail Weinstein-Shr	Heide Spruck Wrigley
Pat Rigg	Loren McGrail
Autumn Keltner	Suzanne Leibman
Sheila Acevedo	Hilary Stern-Sanchez

We would like to staff the booth throughout the conference. Here is a chance to chat with colleagues and to meet friends. Are you are willing to chat about your own special interests with colleagues dropping by the booth? Please, drop a note or fax Elaine Baush, who is trying to set up the schedule ahead of time so it can be incorporated in our Program Guide.

Second, here is a chance to display your students' work. Last year in Baltimore, the AEIS booth showed work written by adult ESOL students, with a few photos of people in classrooms. This year we hope to display your students' work—written, art, photographic—together with photos of you and your students. Please send these to :

Elaine Baush
Adult ESL, FCPS
7731 Leesburg Pike
Falls Church, VA 22042 USA
phone 703-893-1093 fax 703-893-4026

SWAP SHOP at TESOL '95

The purpose of the Swap Shop is for teachers to exchange their favorite technique or materials they themselves have created. Here's how it works: bring 200 copies of your favorite lesson (preferably on one sheeet of 8.5" x 11" paper) to the area designated in the program on Thursday, March 30, between 3:00 and 5:00pm. Give your lesson a title, and include your name, Interest Section membership, and address (so people can tell you how well your idea worked in their classes). In exchange for your 200 copies you receive a ticket admitting you to the pick-up on Saturday, April 1, from 10:30 to 12:30. Then you get a copy of the great ideas your colleagues have deposited.

Dire warning: only 200 people will be admitted to Saturday's pick-up, so hand in your lessons early. When they have handed out 200 tickets, they stop. Dire warning #2: obey all copyright laws!

Questions? Contact Ardis Flenniken, TESOL '95 Swap Shop Team Leader, fax 818-885-2700.

Nominations

The AEIS Steering Committee is composed of former AEIS Chairs Sheila Acevedo, Suzanne Leibman, Loren McGrail, Gail Weinstein-Shr, and the current AEIS Chair Hilary Stern-Sanchez. Suzanne Leibman chaired the committee's efforts to gather a slate of candidates who would continue the fine work of the past and current AEIS officers, and to suggest AEIS members for TESOL-wide positions.

Position: AEIS Second Associate Chair
(Become Associate Chair '96, Chair '97)
Nominee: Jill Sinclair Bell

Jill Bell (Ph.D. Toronto) is Associate Dean in the Faculty of Education at York University in Toronto, Canada, where she teaches courses in language and literacy. She has been involved in adult second language education for more than 20 years as classroom teacher, materials developer, researcher and teacher educator. She has published a variety of classroom materials for adult learners, as well as books for teachers. These include *A Handbook for ESL Literacy, Teaching Multilevel Classes in ESL, Many Right Ways.*

Her research interests lie mostly in the field of adult second language literacy acquisition. Currently she is working on a research project to identify barriers to success for adult immigrants in job training programs.

WANTED: NEWSLETTER EDITOR

Duties: elicit 16-24 pages of copy each year; edit these into two newsletters; supply column to TESOL Matters at least three times a year. Knowledge of Pagemaker or other desk-top publishing program an asset.
Hours: long Pay: zero Rewards: maybe in heaven

APPLY TO AEIS STEERING COMMITTEE

Loren McGrail SABES
210 Lincoln St Boston, MA 0211

Suzanne Leibman
College of Lake County
19351 W Washington St
Grayslake, IL 60030-1198

Gail Weinstein-Shr
San Francisco State University
1600 Holloway Ave San Francisco, CA 94132

Sheila Acevedo
School Board of Palm Beach County, FL
Dept of Adult & Community Educaiton
3970 RCA Blvd, suite 7016
Palm Beach Gardens, FL 33410

Hilary Sterns-Sanchez NW Immigrants Project
909 8th Ave Seattle, WA

Nominations

Position: TESOL Nominating Committee Member

Duties: Work intensively in early summer 1995 to select nominees for TESOL Executive Board.

Nominees: Autumn Keltner and Sheila Acevedo

Autumn Keltner has over 30 years experience as a teacher, coordinator, curriculum developer, teacher trainer, program monitor and evaluator, and consultant in adult education programs. She was formerly ABE/ESL Coordinator for the San Diego Community College District's Adult and Continuing Education program and is co-author of ESL texts, *Basic English for Adul Competency*, and *English for Adult Competency I and II*, published by Prentice-Hall Inc. She served as a Regional Network Coordinator for the Mainstream English Language Training (MELT) project as well as curriculum and staff development specialist for the Amnesty Education Office, California Dept. of Education (CDE). She has been a member of the writing committee and/or lead writer for several recent CDE publications: *English as a second language: Implementing effective adult education programs; English as a second language: Handbook for adult educators; English as a second language: Quality indicators for adult education programs.*

Sheila Acevedo . Manager in the Dept of Adult, Vocational, and Community Education for the school district of Palm Beach County, Florid, Sheila Acevedo has been a member of TESOL for 20 years, serving in both her affiliate—Gulf TESOL—and AEIS. She held several offices in Gulf TESOL, serving as vice-president and president, chairing the state conference twice, and serving on sociopolitical concerns committee and the nominating committee. She is a founding member of Sunshine State TESOL (formerly Gulf TESOL). She became Associate Chair of AEIS in 1990 and Chair in 1991. She continued to represent AEIS at the IS Council in 1992.

TESOL Executive Board

The IS Council Ad Hoc Committee recommends the following qualifications for Board candidates:

- be an active and involved member of your I S
- be a leader
- be a proven worker for IS and TESOL projects
- be energetic and self-initiating
- have strong interpersonal & communication skills
- know the overall structure of TESOL
- attend TESOL regularly
- be willing to serve

No one from Adult Education has been a member of this policy-making group for several years now.

Kreyol Literacy

continued from page 1

who would be participants in the Native Language Kreyol Literacy classes. The participants represent people who have been marginalized and at the same time instrumental in raising questions about the social and political make-up of Haiti.

The Haitian population in Boston is estimated at approximately 60,000 and the HMSC Adult Education Program serves approximately 400 Haitian students each year. Overall, most of the students are low income and about 40% are unemployed. Students typically have had four to eight years of education in Haiti. Approximately 35% are not literate in their native language. Many have never been to school, because education in Haiti is often a privilege rather than a right. For all, acquiring English and continuing their education are important and complex goals.

The HMSC Kreyol Literacy Program

The Kreyol Literacy Program at HMSC began in 1983 through the efforts of a volunteer bilingual teacher. Program staff theorized that students would learn En glish more easily if they were literate in their native language. They believed that the skills necessary for the learning of reading and writing in a first language are skills the student can build on and transfer from one language to another. As a result, literacy in English becomes an easier and quicker process when it follows literacy in the native language. In fact, it has been the program's experience that second language literacy takes a considerably longer time and requires more effort with uncertain results.

As students and teachers at the HMSC began to explore the benefits of native language literacy and classes became more popular, expansion of the program became a program priority. While many students were enthusiastic about enrolling in Kreyol Literacy classes, others had reservations. They felt that it was more useful to receive instruction in English only, because after all, English is the language that is spoken in the U.S. and with English, people can get jobs. Another concern was related to the marginality of the Kreyol language. Many shared the belief that Haitian Kreyol is not a "real" language like English or French.

These issues were discussed in a series of community meetings at the HMSC. Overtime staff and participants agreed that learning Kreyol has linguistic, socio-political and socio-cultural values and should be an integral part of the HMSC Adult Education Program. One student who was recently asked about the value of the Kreyol Literacy Program explained that she had been enrolled in a beginner level ESL class for two years without being able to read and write in English. She was then enrolled in the Kreyol class at the HMSC. One year later she felt confident enough about her reading and writing skills to move to an ESL class where she is now making considerable progress in English. She believes that what inhibited her progress the first time she was in ESL was that she was not literate in her mother tongue. She considers the literacy instruction that she received in her native language as a necesssary part of her educational process.

The Kreyol literacy classes are taught by bilingual teachers who have many years of experience teaching literacy in Haiti and/or the U.S. The content of the crriculum is related to students' lives. Personal experiences and student-generated materials develop critical thinking, provide the basis for the work in class, and trigger class discussion. Students bring up issues in the classroom because literacy work includes social analysis with skill development. By creating social bonds and helping consolidate participation in the classroom, the students describe and understand their own issues and objectives. By so doing they are actively involved in their own learning processes. A standardized tool of measuring students' progress is not used. Teachers use classroom observation and classroom attendance, portfolio assessment, and self-evaluation to document students' progress.

Today the Kreyol Literacy Program is an integral part of the HMSC's Adult Education Program which serves approximately 270 students per day through its 18 classes. The program offers two levels of Kreyol literacy classes and one Kreyol/ESL transitional class. Approximately 40 students are enrolled in the Kreyol literacy classes. The program is often the entry point for students who do not read and write in their native language. The majority enroll in ESL classes after one year. When students complete the first Kreyol class, they are given the option of continuing to the next level in Kreyol or moving to an ESL class or taking both the ESL and Kreyol classes simultaneously. The majority of the students choose the latter, even though that involves 20 hours each week of class time and most students have family responsibilities and/or jobs. Having been denied access to continuing their education in the past, they have thus embraced the future.

For more information about the HMSC program and/or a copy of the Adult Education magazine, write to: Haitian Multi-Service Center, Adult Education Program, 12 Bicknell St., Dorchester, MA 02121 USA. Also, the video Sharing what works: The adult education program at the HMSC is available through the National Clearinghouse for Literacy Education: NCLE, 1118 22nd St NW, Washington, DC 20037, USA.

Adult Ed Act

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PROGRAM QUALITY STANDARDS AND ACCOUNTABILITY:

•Should the AEA require greater accountability for funds?

•How can the AEA encourage quality program management and instruction?

•What types of educational outcomes are appropriate for adult ESL programs?.

•How can the impact of ESL instruction be documented more effectively?

DISTRIBUTION OF FUNDS:

•Should the AEA continue to provide for special populations? If so, which populations best meet the intent of the Act?

•Should the AEA funds be more targeted to the "least educated, most in need"?

•Should the AEA continue to provide support for special projects, e.g. research, demonstration projects, use of technology?

PROFESSIONAL DEVELOPMENT:

•What provisions can be included in the AEA to ensure that instructors possess the knowledge and skills necessary to be effective and meet quality standards?

•How can the AEA provide for meeting the ongoing professional development needs of part-time instructors?

What has already been done?

Over the past few months, several groups of concerned adult educators have been meeting to analyze the AEA, identify ESL-related concerns and respond to key issues raised by the U.S. Department of Education. Action to date has included:

•An ad hoc group from TESOL, the Center for Applied Linguistics (CAL), the National Association for Bilingual Education (NABE), and the National Clearinghouse for ESL Literacy Education (NCLE) drafted a written response which includes a set of principles of adult education. TESOL circulated this draft response to key adult educators in states with large ESL populations for review. The final version, submitted to the DOE in November, was endorsed by TESOL, CAL, and the Joint National Committee on Languages (JNCL).

• Several TESOL affiliates developed and submitted written responses to the DOE. These responses focused on local, state and regional concerns related to the issues raised.

• Individuals representing TESOL and/or TESOL affiliates provided testimony at open hearings held by the DOE. These hearings were held in San Francisco, Nashville, Chicago and Boston during October and November.

• Many individual districts and agencies provided testimony and/or submitted written responses. These responses highlighted local success stories, demographics and needs. Several of the responses included student letters.

continued in next column

What are the next steps?

The U.S. Department of Education will use the written comments and the information from the hearings to write new legislation which will then be submitted to Congress. Congressional hearings on the reauthorization will be held during Spring 1995.

TESOL is making adult education, and pertinent legislation, an advocacy priority. Adult education IS members will be important resources as TESOL makes recommendations regarding the reauthorization of the AEA and other critical issues affecting adult ESL programs.

It is not too late to get involved in impacting the AEA legislation. At TESOL '95 in Long Beach, CA, there will be several opportunities for interested adult ESL professionals to discuss issues related to the reauthorization. Be sure to check your program book and the Convention Daily for specific times and places of these sessions. Plan also to attend your AEIS business meeting(s).

Copies of the DOE response endorsed by TESOL will be available at pertinent sessions. If you cannot attend and wish to receive a copy, please contact Terry O'Donnell, TESOL Director of Field Services, 1600 Cameron Street, Suite 300, Alexandria, Virginia, 22314-2751, 703-836-0774.

For further information refer to "Advocacy Update: ESL and the Adult Education Act"by Heide Spruck Wrigley with Danielle Ewen in the Adult Education Newsletter, xxi,1, fall 1994.

TELEVISION—WHAT IS IT TEACHING IMMIGRANTS?

Damien Raffa recently concluded a study of "why and how recently arrived refugee and immigrant families use television..."

Raffa intensively studied three Latino and three Vietnamese families in San Francisco. His report "maintains that television is serving significant educational functions ..." TV is much more than an entertainer in these homes: it serves also as a model for the English language and "more significantly, a source of social knowledge for many family members who experience social isolation."

Raffa makes several curricular recommendations on the basis of his research. For a full discussion of the study, his conclusions, and his suggestions, contact him directly:

Damien A. Raffa
San Francisco State University
Dept of Administration & Interdisclipinary Studies
San Francisco, CA 94132

Proposition 187 and Immigrant Rights

Judy Shaw
NW Immigrant Rights Project Seattle, WA

• NO ONE anywhere in the U.S. (even in California) is allowed to use Proposition 187 as an excuse to demand that you show papers to prove you are a legal resident or a U.S. citizen.

• Everyone has the legal right to remain silent when someone asks about immigration status or papers. NO ONE can make you answer questions about your immigration papers. This includes police officers and even immigration officers. If you remain silent, this cannot be used against you. But if you say that you do not have papers, this can be used against you.

• Employers may ask only that you show proof of identity and proof of work authorization; they may ask you to complete an I-9 form. Employers must allow you to choose which identity and work authorization document you will show them. If you are authorized to work and an employer asks you for immigration documents, you can call the Office of Special Counsel at 1-800-255-7688 to complain or to get more information.

USING FALSE DOCUMENTS IS ILLEGAL & RISKY!

• If immigration officers catch you carrying or using false documents, the punishment is severe. You can be fined up to $2,500. A court can take away any legal immigration papers you have, and you can be deported.

HOT OFF THE PRESS!

The Northwest Immigrant Rights Project of Seattle, Washington, offers an ESL curriculum guide on Immigration-Related Job Discrimination for the multi-level and lower-level ESL classroom. The curriculum aims to address problems caused by the employer verification requirements of the Immigration Reform and Control Act of 1986 (IRCA). In a bid to slow undocumented immigration, IRCA requires employers to check the work papers of all new workers and to complete proper paperwork for each one. Failure to comply can result in severe fines. Unfortunately, studies show that many employers react by adopting illegal discriminatory practices against perceived foreigners. These practices are often directed at ESL students. This curriculum can help prepare students to respond to discrimination with knowledge of their legal rights and remedies.

The publication features more than 30 visual aids and three articles on ESL teaching methods: Discussion tips for lower level classrooms by Jamie Treat (also the guide's illustrator and chief author) and Working with multi-level groups and Native language instruction in the ESL classroom, both by Hilary Stern-Sanchez.

To order, send a 10"x13" self-addressed envelope with $3.00 in postage to Northwest Immigrant Rights Project, 909 - 8th Ave, Seattle, WA 98104 USA.

Reading Children's Books Aloud: A Springboard to Native Language Literacy

Kristin Lems
National-Louis University Chicago, IL

Reading Children's Books

The Latino Outreach Program, a family literacy program which operates out of National-Louis University in the Chicago area, encourages native language literacy in different ways. One way is by asking parents in the group to read children's books aloud for the children and other parents. A teacher brings Spanish-language books and bilingual Spanish-English books from the library every week, or asks parents to choose books from their home library collections. Ideally, the parent chooses a book a week in advance, practices reading it aloud at home, and then brings the book to class for the oral performance. Sometimes, though, the parent receives the book the same day it is to be read aloud. When this happens, the parent practices reading in a quiet corner, and then reads it to the class at the end of the session.

Sources

Two bibliographies of Spanish-language children's literature offer a wide range of choices: Isabel Schön's 3rd edition (1987) of her Books in Spanish for children and young adults (Metuchen, NJ, Scarecrow Press) and Yvonne Freeman & Caroline Cervantes' Literature books *en español* for whole language (University of Arizona, Program in Language & Literacy, Tucson, AZ, 85721, 1990). Publishers include Children's Book Press, San Francisco, CA; Hispanic Book Distributors, 1665 W Grant Rd, Tucson, AZ; Scholastic Press (primarily translations from English) and Santillana press.

Advantages

Reading children's books aloud offers several advantages:

• It shows that literacy is not necessarily solitary: indeed, talking about books is highly social at the same time that it is intellectually and (often) morally engaging.

• It helps build self-esteem and leadership; the parents who read aloud feel proud.

• Children's literature often has beautiful illustrations. Not only do these help tell the story, they also bring some current art to the class.

• Children's picture books are short enough to tell an entire story in one sitting.

• The silent rereading of a book in preparation for public oral reading helps the beginning reader immeasurably, as each successive rereading makes the material more predictable and easier to read.

We have found that the parents in our program never consider the topics or treatment of topics in children's books beneath them. Rather, they rejoice in the opportunity to enter their children's worlds with this new-found key—their ability to read stories aloud in their native language.

Literacy, poetry and "primitive" thinking

by Anne Whiteside
Community College of San Francisco, Mission Branch

Some people behave as though illiterate adults have undeveloped thought processes. I come from a background in anthropology, which recognizes that many so-called "primitive peoples" in fact have exceedingly complex languages, extensive knowledge of botany, elaborate social structures, and unequaled awareness of their own ecosystems. As such they are neither "primitive" nor rudimentary.

Perhaps the sequel to the "primitive peoples" notion is the "primitive thought" notion. I feel extremely uncomfortable with the idea that illiterate people think in undeveloped ways. I have taught literacy for many years and my experience has been otherwise. Among my students I have had complex and simple thinkers, logical and not so logical ones, intelligent and not so intelligent ones. Granted, certain academic tasks are harder for students who can't read and write. For example, certain sequencing and categorizing tasks are difficult for them, and they have no experience answering questions about written texts, analyzing speech, etc. But I have had discussions with literacy students about written or visual texts that rival discussions in my university classes in their depth, insight, and movement from the concrete to the abstract.

Recently, students in my Beginning Spanish Literacy class amazed me with their ability to interpret poetry . We read Oda al Traje (Ode to my clothes) by Pablo Neruda, from his Odas Elementales, in which the poet celebrates the faithful suit of clothing which waits for him on his chair each morning and which, he thinks, may eventually accompany him to his grave. Neruda develops the metaphor of clothes as lover in lines such as "entro en tus mangas (I enter your sleeves)" and " tu fidelidad infatigable (your untiring fidelity)". "How are his clothes faithful?" I asked my students. "Because no one else would wear them", said one woman, and everyone smiled. Later in the poem, Neruda says,

cada dia
te saludo
con reverencia y luego
me abrazas y te olvido *

(every day/ I greet you/ with reverence and then/
you embrace me and I forget you)

Everyone laughed at this line. In another line the poet says that in the morning "me despido del agua (I take leave of the water)" . I asked what he could mean by that. "He took a bath," said a student, without blinking an eye. We discussed a section in which the poet first shows things that shape his mind and body. I asked what they were. "Life," said someone. The poet continues, addressing the clothes, saying that he in turn shapes his clothes, breaking threads and pushing out the elbows,

continued in next column

y asi tu vida crece al imagen de mi vida.
(and thus your life grows in the image of my life)

One student, a former soldier from Guatemala, said, " When I came to this country I brought with me a suit of my old clothes, not to wear, but to remind me of the suffering I had endured." He added "When a person dies and you see their shoes, it makes you miss them so much." Another student said that it is impossible to throw out the shoes of someone who has died because there is so much of their personality in the shoes.

After reading several Neruda "Odes" I asked the students to write their own odes to something they love. One woman wrote this one:

Oda a la cama (Ode to a bed)

Cama, te extrano mucho cuando no estas conmigo
porque tu alivias mi cuerpo cansado.
Tu me estas esperando
cuando yo te necesito.

(Oh bed, I miss you so much when you are not with me,
because you relieve my tired body.
You are waiting for me
when I need you.)

I was so impressed with her ability to animate the bed in her poem. After all, much of art consists in breathing life into those unconsidered bits of our existence.

Neruda is famous for his ability to reach what he called the "popular poets," the uneducated bards, and I thought that perhaps the students were able to understand the symbols and metaphors in these poems so easily due to Neruda's particular genius. So I tried a more obscure poem from El Salvador, called "My Mother's Hands." In describing his mother's hands the poet says, "hacen que en mi sombra florescan estrellas (they — the hands— make stars flower in my shadow)". "What do you think he means by the shadow?" I asked. One man said first, "When you stand in the sun..."etc. , and I said yes, but what else might he mean? "Maybe his sorrow," he said thoughtfully. "What would the stars be then?" I asked. "His mother's advice" said another, "that he remembers in times of sorrow." A young man from El Salvador interrupted. "I have another idea," he said. "To me, my mother is like my shadow. Even though she is far away, she follows me." He said it so wistfully, so warmly, with the Latino reverence called "cariño"in his voice.

Here you have unlettered adults interpreting symbols, finding their concrete referents, extending metaphors, going from the concrete to the abstract and reinventing symbols. Clearly, this is "higher cognitive functioning"and even "critical thinking."

** The editor regrets the lack of accent marks.*
The editor and a colleague have used poetry extensively with adult native speakers of English who are new writers and new readers, and highly recommend it. Much better than those awful workbooks.

Mujeres Unidas en Accion and East Boston Harborside: Exemplary Practices in Native Language Literacy

(panel presentation TESOL '94)

Maria E. Gonzalez
Adult Literacy Resource Institute/ S.A.B.E.S. Coordinator

As the Boston Regional Coordinator for the System for Adult Basic Education Support of Massachusetts, I have become familiar with the native language literacy programs in the city, especially those that teach Spanish. There are currently eight programs in the Boston-Cambridge-Chelsea area that teach Spanish literacy to adults. They vary from well-established ones in community-based organizations run by and for Latinos to classes held by a Spanish-speaking volunteer in an adult basic education program. I know of only two programs which receive funding specifically to support the Spanish literacy class. The other programs include it as part of their overall educational program to prepare learners to take the GED in Spanish exam and tend to call the Literacy class, "Pre-GED."

Mujeres Unidas en Accion

I am going to talk about two literacy programs that engage in exemplary practices, not only in the classroom, but in the community which they serve. One is Mujeres Unidas en Accion, a community-based organization located in the Dorchester neighborhood of Boston, a mostly low-income, working class area. Mujeres first started as an outgrowth of a community agency called WECAN, which worked on issues of housing advocacy and development. They started ESL classes run by volunteers until they incorporated as Mujeres Unidas en Accion and were successful in acquiring funding to become an educational program.

The Spanish literacy class at Mujeres Unidas en Accion had, in my view, a rather auspicious beginning, and it was all due to El Club del Cafe. There has always been a coffee club at Mujeres, where the women pay a weekly sum so they can enjoy *cafe latino*. One day, an elderly woman walked in and asked if she could sell her *empanadas* to go with the coffee. The outreach coordinator, herself a former student and the manager of El Club del Cafe, agreed and bought all of the meat turnovers. When she gave the elderly woman a receipt to sign, however, the woman shook her head to express that she couldn't read or write. Well, you can imagine the rest! Every week after that, the woman came back to Mujeres Unidas for three months, where she was taught by the outreach coordinator and one of the teachers, each taking turns and working around their other duties.

It would be about two more years before the literacy class would be formally instituted at Mujeres with additional funding. In the meantme, they tried in different ways to take care of the need, including having more advanced learners in the GED class act as tutors to the women needing basic literacy. Right now the class serves approximately 20 women a year and a large percentage of them go on to get their GED, take part in one of the ESL classes, or to do both. The Literacy class meets Monday through Thursday for two hours and on Fridays it joins in with the other classes for program-wide events such as talks on health issues and other topics of interest to the women. Last summer, Mujeres sponsored a very successful, all day Latina Women Health Institute with work-shops and a performance by the learners of a play written by them on the issue of infant mortality.

It is this integration of different services and ways of learning that makes the Mujeres Unidas literacy class a success. In addition to the four levels of ESL and the GED class, there is on-site day care, a full-time counselor with a well-established network of referral services, and a lending library of books in Spanish and English. Learner participation is encouraged at every level: for example, the literacy teacher herself is a graduate of the ESL class, and when she is absent, the substitute is a 60-year-old former teacher from the Dominican Republic who has been attending Mujeres to learn English. This commitment to advancement from within is also reflected in the Board of Directors, 60% of whom are former and present learners.

Harborside Adult Learning Center

Another exemplary Spanish literacy program takes place at the Harborside Adult Learning Center, which is located in another low income neighborhood of Boston called East Boston. Unlike Dorchester, where Mujeres Unidas en Accion is located, East Boston has seen a very dramatic shift in population in the last ten years, from a predominantly Italian working class community to one with a large immigrant population of Southeast Asians and people from Central America.

The Alfabetizacion class at Harborside started in 1990 as part of the Bilingual Community Literacy Training Project. This was a collaboration between three community-based organizations and the Bilingual/ESL Graduate Studies program at the University of Massachusetts/Boston. The main idea underlying this project is a simple and I think beautiful one: to take individuals from the communities

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to be served and train them to become teachers. The model called for a master teacher and three interns, who in turn worked with the Coordinator of the project, Elsa Auerbach. At the Harborside, the master teacher and the interns were all recruited from the Latino community of Boston.

The Bilingual Community Literacy Training Project was funded for only the initial two years, and after a short hiatus, it was picked up by a one-year grant from the National Literacy Institute. Right now, the class at Harborside has been funded for another six months under a Comprehensive Health Grant from the Massachusetts Department of Education. Under this grant, the Spanish literacy class is involved in an ambitious project to develop health materials for new readers, as well as a guide to health resources available to Latinos in East Boston.

In spite of an uncertain future due to lack of secure funding, the Alfabetizacion class at East Boston Harborside is successful because in a relatively short time it has developed strong support in the community it serves. The learners are fiercely loyal to the class, so much so that they have taken on roles that they never had before, such as requesting a meeting with the heads of the agency that manage the Harborside to advocate for continued funding for their class.

Another strength of this program is the head teacher, who was one of the original interns from the Community Literacy Project. He is very committed to the class as well as to principles of participatory education. He is particularly successful, I believe, because he comes from the same area in El Salvador from which most of the students have come. They trust him and know that he respects their life experiences and understands the reasons why they are learning to read and write for the first time as adults.

Reasons for Success

The literacy programs at Mujeres Unidas en Accion and East Boston Harborside are successful because they rely on people from the communities they serve to be the teachers and mentors of their projects. By doing so, they are able to provide a learning environment that is culturally sensitive and meaning-based. They also strive to create connections between the daily lives of the learners and the learning and teaching that goes on in the classroom. These in my view are fundamental ingredients for successful literacy programs.

Research on Women & Literacy

What happens when some women in an adult literacy or basic education program decide to do something they define as woman-positive? That question was addressed by 30 women across Canada, who were involved in a research project of program-based action during 1991-92. The research focused on what actually happened when a group of women looked at how adult literacy and basic education programs across Canada fail to pay attention to the realities of women's lives. Most programs do not meet the needs of women, particularly women marginalized by poverty, race, rural location, relationship to children, disabilities, immigration status, and source of income. The research made visible women's experiences in a variety of programs, and raised questions about how women's lives and needs are or are not taken into account in these programs. It demonstrated how funding policies contribute to the ways in which programs ignore the realities of women's lives.

The results are reported in three books:

• The power of woman-positive literacy work, 256 pages This provides the background for the research, details the process, and describes each program, its community, and woman-positive activities. It contains a collaborative analysis and makes a series of recommendations.

• Women in literacy speak, 188 pages. This includes materials written by students and staff, reflective and analytic pieces, adaptations of interviews and journals, a policy paper, a story, a summary of the research process, collaborative analysis and recommendations. The variety of ways the women in this project documented their involvement is one of its great strengths.

•Listen to women in literacy, 100 pages. This book is based on material from the other two books: it is designed for use by students in adult literacy and basic education programs.

These are available from the Canadian Congress for Learning Opportunities for Women (CCLOW): 47 Main St, Toronto, Ontario, Canada M4E 2V6; phone 416-699-1909.

TEACHER RESEARCHES EFFECT OF L1 LITERACY ON ACQUISITION OF ENGLISH

Lisa Earl has taught for several years in an ESOL program which is compulsory for welfare recipients. Her experience teaching low-level literacy students, primarily Spanish-speaking women, led her to investigate the ties between first language literacy and second language literacy. Her research uses both test data and qualitative data from interviews and observations. Earl sees "a very strong connection between education, native language literacy and success in learning English." She points out:

"The same welfare reform policies that require low-literate, limited English-proficient women ...to be in school provide monies for ESOL and basic education in English [but] no funds have been allocated for basic education in Spanish."

See the Literacy Harvest, winter 1994, vol 3, no.1 for this excellent research report.

Some Writing Workshop Principles

From a workshop at TESOL '94 presented by Les Greenblatt, Chuck Jones, Joy Kreeft Peyton, Andrea Vincent.

• Teachers write with students and share their writing with them. This shows students how the teacher resolves such dilemmas as coming up with topics, fleshing out a topic, revising, editing, etc. Only people who are themselves writing will be effective teachers of writing.

• Students write on topics of their own choosing.

• Teachers and students respond to the content of a piece of writing before they respond to the form (verb forms, spelling, punctuation, etc).

• When helping students to edit their work and improve their English, the teacher looks for patterns of errors and selects one or two teaching points.

• Growth occurs over time. So the teacher must 1) commit to scheduling chunks of classroom time and 2) be willing to accept student approximations of conventional forms. Those forms WILL improve over time.

• Every student teaches. Children, adolescents, and adults learn not only from the teacher, but from one another as well.

• The audience for student writing must go beyond that of "teacher as evaluator." Students must engage in authentic writing tasks for a variety of different audiences and purposes.

Joy Peyton and Loren McGrail will be presenting "Writing process approaches with adult ESL learners" at TESOL '95

The Correctional Educational Association (CEA) announces a special interest group in ESL/Bilingual Education. This new SIG is dedicated to the use of ESL instruction and Bilingual Education as a means of furthering the education of non-native speakers of English in jails, prisons, and detention centers all over the world. To participate in this SIG, join CEA (US$50/year for individuals, $30 for volunteers, and $20/year for clerical and support staff).

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Update on HIV/AIDs Kit

The last issue of this newsletter carried a description by Andrea Nash of a kit for studying HIV/AIDs, a kit she and Lori Copan had createdand tried with their classes. TESOL Matters reprinted that article, and since then I have received several letters asking where the kit can be purchased, and if it is possible to get on-site training in using the kit in adult curricula. The list of contents for the kit is available from World Education, 210 Lincoln St., Boston, MA 02111 FAX 617-482-0617. Consultants Andrea Nash and Lori Copan can be contacted through the Dept. of English, University of Massachusetts-Boston, 100 Morrissey Blvd, Boston, MA 02125-3393.

Arctic Writers Publish

Pat Rigg, Editor, AEIS Newsletter

One of the advantages to being editor is that I get to find out a little about two groups almost always ignored by the rest of TESOL. One group is the elderly (only Gail Weinstein-Shr has made this group a central focus of her research). A second group is the people whose ancestors preceded the first European settlements, people called "native."

In spring, 1993, this newsletter carried a front-page article by Jean Reston entitled "Putting our words on the page: Writing DENE KEDE," a report from Canada's Northwest Territory of a new project in which elderly speakers of native languages would become creators of native literature. "The idea was to find people already able to read and write in their mother tongue. Then, by working through the writing process themselves, they would learn to teach others. The stories and poems written at the workshops would then be collected and published into books that could be used as reading materials in instruction. These books would also add to the total stock of reading materials in the languages" (J. Reston, 1994).

Those books are now published. Several northern languages are represented: Chipewyan, Dene, Dogrib, Gwich'in, Inuktitut, Inuvialuktun, South Slavey and North Slavey. Wendy Strachan, a writing expert from the University of British Columbia, designed and led the writing workshops which resulted in these books of prose and poetry, of memories and legends. Descriptions of the workshops are included in the first volume—Dene Stories Reborn—which can be used by others interested in doing similar projects.

Contact the Literacy Office of the Dept. of Education, Culture and Employment, Northwest Territories, Canada, for copies and information. Jean Reston has left Yellowknife for two years teaching EFL in China.

EDITOR'S NOTE

Pat Rigg Tucson, AZ

This issue ends my service as your editor. Unlike some newsletters, this one has not been a collection of reprinted articles nor a collage of ads for the TESOL convention. Instead, I tried to make this a forum for issues and voices that were elsewhere silenced.

In January 1990 I put out the first "themed" issue of a TESOL newsletter and the first joint publication with another interest section (Refugee Concerns). Since then I have continued to build each issue around a theme. My own favorites were: women and literacy, student publications, health, and this issue's theme—native language literacy. Most of the AEIS newsletters since 1990 have been accepted by ERIC , becoming part of the ERIC data-base. So if you missed an issue, check ERIC.

I am glad that many teaching colleagues cared enough to write about some of these themes. I am proud of the contributions which new writers have made to our newsletter. And I am grateful to both writers and readers for their support and patience.

***CAL Activities,** continued from page 12*

many other additional programs. For example, in two cities coalitiions have formed to allow teachers to share information and materials and to promote native language literacy. The *Comité de Educación Básica en Español* in New York City had, by 1992, twelve program members and worked closely with three local Kreyol programs. In Chicago, eleven programs participate in an Hispanic Literacy Council and a number of others attend training offered through the Adult Learning Resource Center in Des Plaines, Illinois.

During the CAL Working Group Meeting, practitioners identified several key recommendations for the field. First, they acknowledged the lack of recognition for native language literacy. Many teachers are isolated and lack even the most basic materials and support. They called on funders to recognize the potential of native language literacy for improving instruction, particularly for learners at the beginning levels. Many practitioners cited sociopolitical reasons for offering native language literacy, pointing out that the ability to learn to read and write in one's own language should be a basic human right. But they also described anecdotal evidence for an argument based on efficiency. Many had seen first hand that knowledge and skills learned in the first language transfer to the learning of a second language, allowing learners to attain English literacy more quickly. Although research with children exists to validate this linguistic argument, they point out the important need for research, of a nature credible to funders, to support this assertion. The need for staff training, particularly to recruit and train members of linguistic minority communities, was another key concern. The value of the sociocultural understanding that linguistic minority teachers bring to the classroom, and their ability to impart that knowledge through native language literacy classes, surfaced as of central importance. The knowledge and skills learned by having lived through the experience of being an immigrant and knowing the nuances of the learners' culture, native language literacy practitioners told us, cannot be underestimated.

With public discourse increasingly focussed on language as a "problem" rather than a "resource" the recommendations of practitioners that issues related to the politics of linguistic diversity and language choice be explicitly discussed at all levels—by learners within classrooms, by programs and by researachers—rings even more true if we are to promote policies, including native language literacy, that support linguistic minority adults. Now, perhaps more than ever, native language literacy educators need to find ways to develop local networks to share experiences and promote dialogue. Although funding no longer exists to carry on CAL's work in native language literacy, NCLE has, on a limited basis, continued to collect information from programs offering native language literacy to add to their database. Contact NCLE if you would like to make sure you are in the database, or want to find out if there are programs in your area, or want to talk to others around the country who have experience running programs.

*continued in the next column **CAL Activities***

***CAL Activities,** continued from previous column*

Two documents resulting from the CAL project are available. *Native language literacy instruction for adults: Patterns, issues, and promises* by Marilyn Gillespie summarizes the results of the national survey, describes existing literature available in the field, and suggests agendas for future research activities. Published jointly by the National Center on Adult Literacy and the National Clearinghouse for ESL Literacy Education (NCLE), it can be obtained by contacting NCAL at 215-899-2100 or NCLE at (202) 429-9292. The collected papers from the biliteracy colloquium, edited by David Spener, were published as Biliteracy: Theory and practice. It is available through NCLE-Delta Systems. Delta can be reached within the USA at 1-800-323-8270.

Marilyn Gillespie is a Senior Program Associate at the Center for Applied Linguistics and now works out of their Sunbelt Office in Sarasota, Florida.

------- NCLE Publications -------

NCLE—The National Clearinghouse for ESL Literacy Education—issued several important publications on adult ESOL literacy in the last two years. These include

- Gillespie's 1994 Native language literacy instruction for adults: Patterns, issues, & promises.
- a 1993 ERIC database search on native language literacy
- four 1993 minibibs—short annotated bibliographies

1) Native Language Literacy Instruction, compiled by Lucinda Branaman, cites two documents which I believe will be important for years to come:

- S. Hudelson "The role of native language literacy in the education of language minority children." 1987 Language Arts. "Although this article concerns children, it provides a much needed research background for educators of language minority adults."
- Klaudia Rivera "Developing native language literacy in language minority adults."1990 ERIC Digest Rivera explores "the cognitive and sociocultural aspects of native language literacy."

2) Family and Intergenerational ESL Literacy, compiled by LPlowman & F Keenan, has 13 entries, including ElsaAuerbach's Making meaning, making change and Dennis Terdy's ESL family literacy curriculum.

3)Literacy Education for Adult Refugees, compiled by Amy Fitch, reviews 12 documents. Among these is Guth& Wrigley's 1992 National Report on Adult ESL literacy programs and practices (ED 348 895), still the single most important document published in our field since 1979. This minibib also includes references to publications which include articles by refugees.

4)ESL Literacy and Labor Education, compiled by Amy Fitch, lists 11 documents, most of which focus on programs carried out through labor unions. Among these are the International Ladies' Garment Workers Union in New York City: two teachers in that program describe the course they helped to create (ED 313 918) and the ESL learners in the program wrote Making a living: What we did, what we do, what we want to do (ED 313 923). Gary Pharness' piece on his Vancouver, B.C. program (ED 334 872) discusses why he focuses on writing and thinking, not on specific job "skills."

Native Language Literacy for Adults: CAL Activities

by Marilyn Gillespie

Beginning in 1991, the Center for Applied Linguistics (CAL), with funding from the National Center on Adult Literacy, began a small, two-year project to find out more about how and why programs offer native language literacy to adult learners. Among the project activities were

1) a colloquium on biliteracy attended by academic researchers,
2) a survey of programs around the U.S. offering native language literacy instruction, and
3) a two-day focussed group meeting with experienced native language literacy teachers and administrators from programs around the U.S.

Through our review of literature and phone survey, we were able to uncover little information about programs existing before the 1980's. In 1983, Cook and Quiñones at Solidaridad Humana—one of four programs in the New York City area offering native language literacy—conducted what we believe to be the first survey of native language literacy, or in their case Spanish language literacy programs. They identified only 14 Spanish language literacy programs in the USA: the four in New York City; one in upstate New York; two in the Chicago area; two near Hartford, Connecticut; one in New Jersey, one in California, and one each in Washington, DC; San Antonio, Texas; and Miami, Florida. Many, they noted, were inspired by the work of Paulo Friere. Most, as they are today, were small (and usually underfunded) components of larger commun ity-based organizations offering a variety of services in addition to Spanish literacy.

Nearly a decade later, in 1991, the staff at CAL completed a second national survey. From among 573 programs in the NCLE database, and through word of mouth, we eventually identified 68 programs that indicated they offered instruction in the learners' native languages. Forty-nine of the 68 programs (72%) returned the survey in time to be included in an analysis of the data. The CAL survey found programs from 20 states and the District of Columbia that offered some form of native language literacy instruction, often in combination with ESL instruction. Most were located in large, urban areas and were part of community-based organizations. Over half of the programs had come into existence since 1988.

When examining the characteristics of programs, we learned that a large majority (90%) offering native language literacy instruction do so in Spanish. This was true even though many programs had students from many language groups enrolled in their school. Only five prograams offered native language literacy in more than one language and only one offered it in three languages (Spanish, Arabic, and Chinese). Other languages included Haitian Kreyól, Hmong, Tagalog, and three American Indian tribal languages. Many programs indicated that they would like to offer instruction in languages other than Spanish. A lack of sufficient student enrollment, the unavailability of qualified teachers, a lack of appropriate materials, student preferences for English over native language instruction, and limited funding were all reasons given by programs for *not* offering native language literacy instruction. Since the time of the survey, CAL has located

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